Work Session

Tuesday, May 28, 2024 5:30 PM
NES Library, 1057 E 5th Ave, Nome, Alaska 99762

A. **Call to Order**
B. **Items for Discussion**
1. Indigenous Language and Culture Support for Schools
2. FY25 Board Priorities
3. Student Data Presentation
C. **Upcoming Events:**
1. June 11, 2024 Board of Education Regular Meeting; 5:30pm NES Library
D. **Adjournment**

INDIGENOUS LANGUAGE AND CULTURE SUPPORT

NPS BOARD WORK SESSION

MAY 28, 2024

NES INUPIAQ IMMERSION PROGRAM – LESSONS LEARNED

- Maddy Alvanna-Stimpfle and Annie Conger – NES Immersion Teachers
- Elizabeth Korenek-Johnson – NES Principal

DOES AN IMMERSION PROGRAM BELONG AT NES?

- Difficulty finding certified classroom teachers with some fluency in language
- Not a full immersion environment
- Not enough knowledge on best practices for immersion to English transition
- No state screener in Inupiaq to allow for testing of literacy skills in language – teacher-created assessments or anecdotal information only
- Plans for Tribal School in works (timeline unknown) – is a partnership here more worthy of our time?

LANGUAGE AND CULTURE – ARE THEY VISIBLE?

- NES – words in language around school; Pledge of Allegiance; Phrases of Week and Cultural Value; Cultural Days/Indigenous People's Day celebrations
- ACSA – some visible evidence of cultural values; electives with local cultural teachers
- NBMHS – some visible evidence of cultural values; periodic activities/Winterim with local cultural teachers; Cultural Studies classes with Payenna/Walluk

LANGUAGE AND CULTURE – WHAT NEEDS TO BE MORE VISIBLE?

- NES – many teachers incorporate place-based activities, cultural activities/values/knowledge, Alaska-based books. In lesson plans, but not recorded in curriculum and made public
- ACSA – place-based learning occurs, but curriculum available to public online has very little information and does not demonstrate place-based learning and connections. Consider how to incorporate culture into visible aspects of school (signage, hallway decorations, etc.)
- NBMHS – some place-based learning occurs, but very little written curriculum and/or resources, so each new teacher starts over from scratch. Consider how to incorporate culture into visible aspects of school (signage, hallway decorations, etc.) Work with NWC to reboot language courses, tribal government courses, etc.

NPS BOARD PRIORITIES 2024-2025

WORK SESSION MAY 28, 2024

FAMILY/COMMUNITY ENGAGEMENT

- INCREASE IS THE PRIORITY
- INCREASE IN WHAT?
  - NUMBER OF FAMILIES ENGAGING IN AN EVENT, COMMITTEE, ETC.
  - FREQUENCY OR VARIETY OF EVENTS
  - LEVEL/STRENGTH OF INPUT – SITE COMMITTEES, SCHOOL OR DISTRICT DECISIONS

FAMILY/COMMUNITY ENGAGEMENT

- NEWLY FORMED "PARENT VOICES" GROUP
- BRIDGING THE FUTURE PROGRAM AT NBMHS FOR PARENTS TO HELP DEVELOP POST-SECONDARY PLANS WITH THEIR STUDENTS
- ADDRESSES STRATEGIC PLAN 3.1 AND EQUITY FRAMEWORK INITIATIVE #4
- POSSIBLE MEASURES – SCHOOL CLIMATE AND CONNECTEDNESS SURVEY, ATTENDANCE AND AGENDA RECORDS, SELF-CREATED SURVEYS OR FOCUS GROUPS

CULTURALLY RELEVANT CURRICULUM

- FOCUS NEEDS TO BEGIN WITH WRITTEN CURRICULUM AT ALL SCHOOLS
- CURRICULUM MAPS PROVIDE FRAMEWORK FOR TEACHERS TO ORGANIZE "WESTERN" KNOWLEDGE AS REQUIRED BY STATE STANDARDS, WHILE GIVING THEM FREEDOM TO FOCUS ON PLACE-BASED KNOWLEDGE AND ACTIVITIES EARLIER IN THEIR TEACHING TENURE IN NOME
- PROFESSIONAL LIBRARY AT EACH SITE – PROFESSIONAL DEVELOPMENT ON USE
- STRENGTHENING PARTNERSHIPS WITH TRIBAL AND COMMUNITY ORGANIZATIONS TO ASSIST WITH CURRICULUM REVIEW AND ACTIVITIES

CULTURALLY RELEVANT CURRICULUM

- ADDRESSES STRATEGIC PLAN 2.2 AND STRATEGIC EQUITY FRAMEWORK INITIATIVE #3
- POSSIBLE MEASURES – NUMBER OF CURRICULUM MAPS COMPLETED AT EACH SITE, PRESENTATION ON PROFESSIONAL LIBRARY SETUP/USE, DOCUMENTATION OF TRIBAL AND/OR COMMUNITY ORGANIZATION REVIEWERS

VALUE AND GROW STAFF

- REDUCE TURNOVER & INCREASE TEACHER EFFICACY
- INPUT FROM TEACHERS ON PROFESSIONAL DEVELOPMENT, WORKING CONDITIONS
  - BOY/EOY SURVEYS
- BEHAVIORAL CONCERNS AT BELTZ
- SITE AND DISTRICT ADMIN CONDUCTING ONE-ON-ONES WITH STAFF
- CONFERENCE OPPORTUNITIES – FUNDING BY OUR PRIVATE DONOR - COORDINATE AND SET CRITERIA/EXPECTATIONS FOR PARTICIPATION

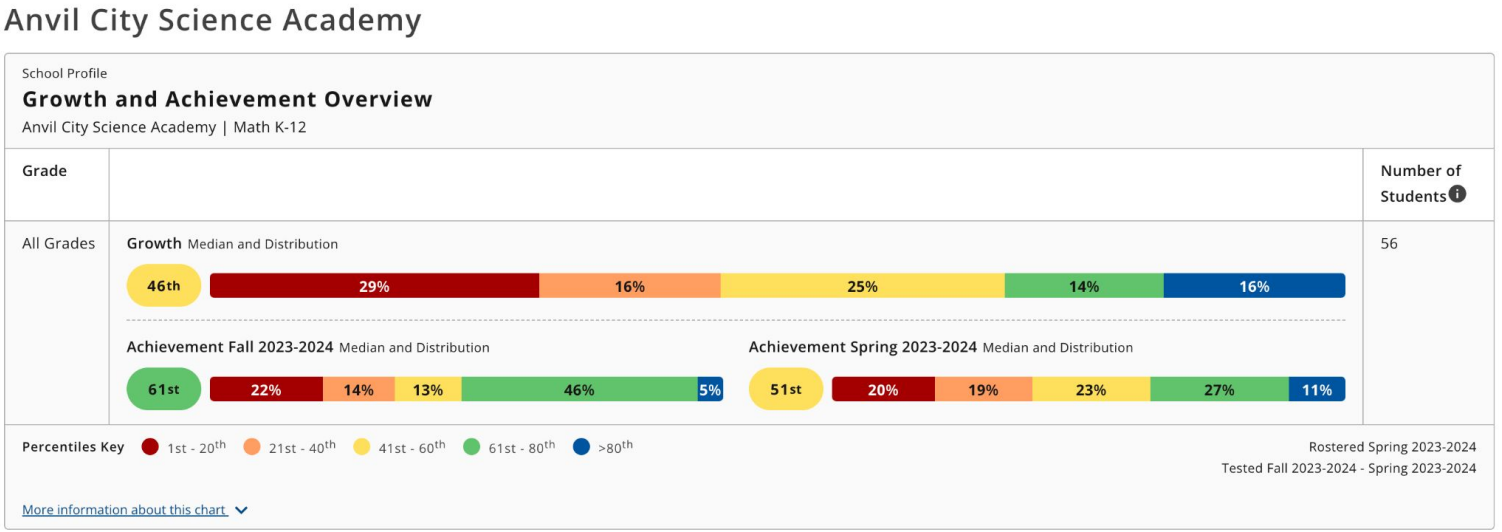
- ADDRESSES STRATEGIC PLAN 4.1, 4.2
- POTENTIAL MEASUREMENTS: SCHOOL CLIMATE AND CONNECTEDNESS SURVEY, IN-HOUSE SURVEYS, ONE-ON-ONES

ACSA 2023-2024

Year end data analysis

MAP Overall School Math Growth and Achievement

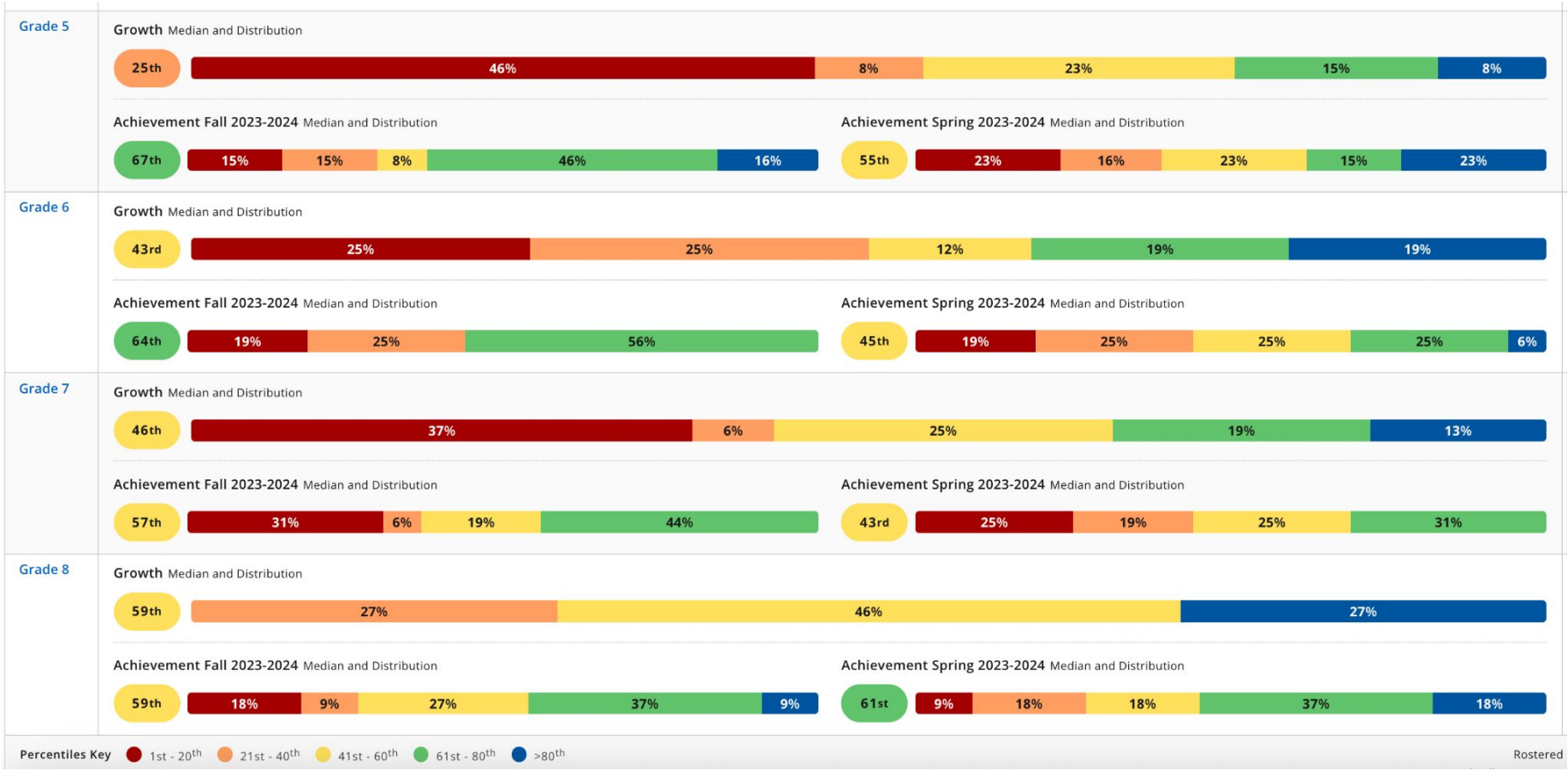
- Fall 2023 - Spring 2024 (compares ACSA students to the US cohort for this same time period)
- Growth:
  - 26% of our students are not making the growth we hope (red and orange bands)
- Achievement:
  - Overall achievement decreased by 10%
  - In the Fall, 60% scored above 40th percentile. This metric increased to 62% in the Spring.



MAP Grade Level Math Growth and Achievement

- Results are for Fall 2023 - Spring 2024 – SEE FOLLOWING SLIDE
- Growth: graph shows ACSA students compared to students across the US for this same time period
  - Students are showing more growth in 7th and 8th than in 5th and 6th
    - May be the result of tenured teachers at upper grade levels
    - Older students may have better math habits from years of program experience
  - This year we were not as consistent with the fundamentals of our math program
    - Each teacher has one period of math and systems should line up, but there were variations
- Achievement:
  - Achievement for 5th - 7th grade students has decreased overall; only 8th improved
    - Students are placed based on readiness and some repeat a course
    - Students in 8th grade take Math 7, Math 8 or Algebra

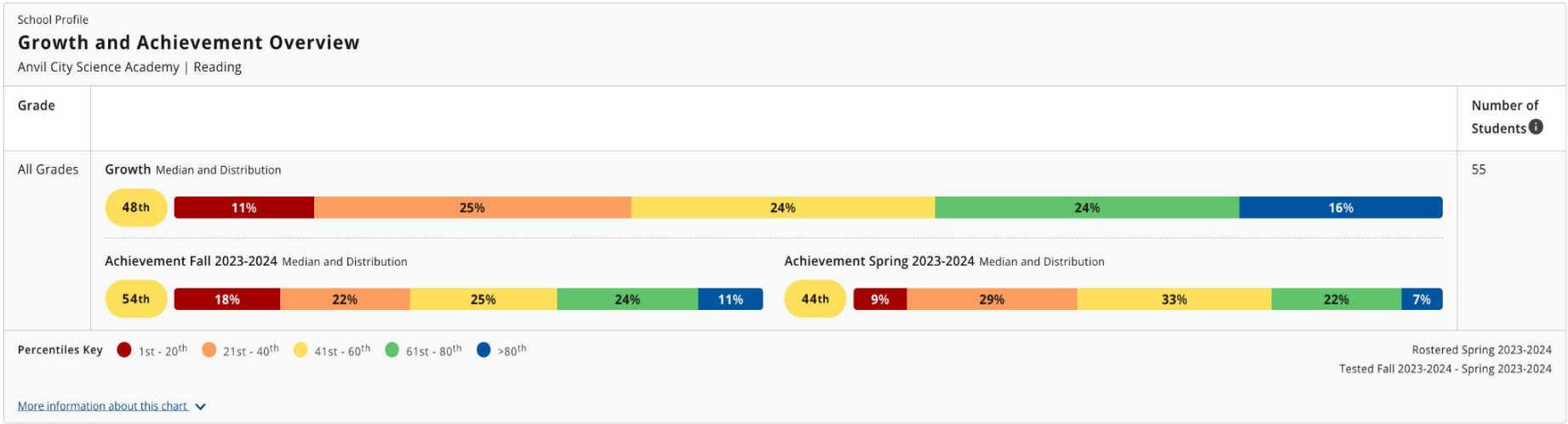
MAP Grade Level Math Growth and Achievement



MAP Overall School Reading Growth and Achievement

- Fall 2023 - Spring 2024 (compares ACSA students to the US cohort for this same time period)
- Growth:
  - 26% of our students are not making the growth we hope (red and orange bands)
- Achievement:
  - Overall achievement decreased by 10%
  - In the Fall, 60% scored above 40th percentile. This metric increased to 62% in the Spring.

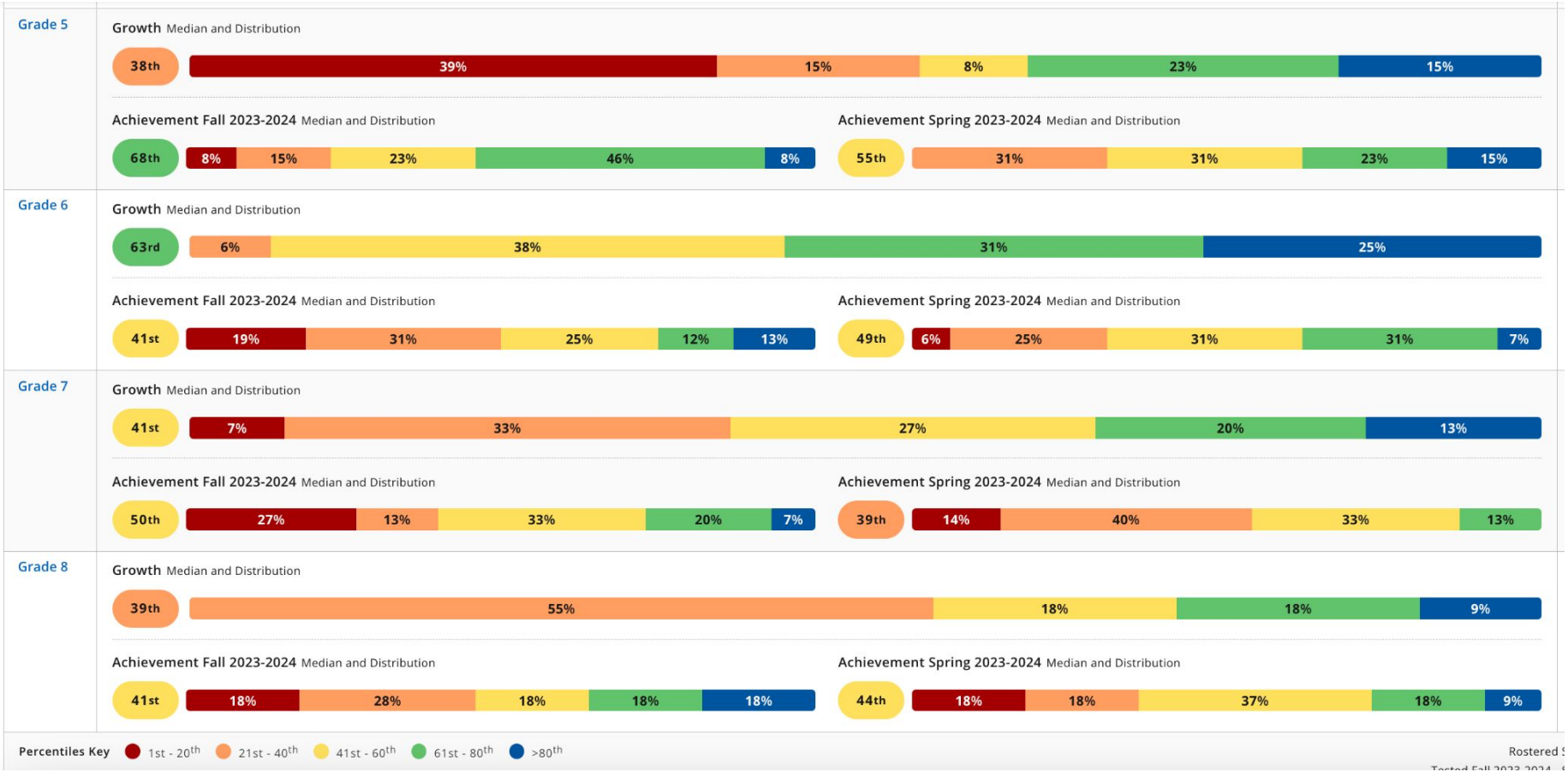
Anvil City Science Academy



MAP Grade Level Reading Growth and Achievement

- Results are for Fall 2023 - Spring 2024 – SEE FOLLOWING SLIDE
- Growth: graph shows ACSA students compared to students across the US for this same time period
  - 6th grade making most growth overall; 5th grade least
    - Students, in general, who score highest are making the least growth
    - All SPED students not in 5th grade made above 60% growth
    - Much of the year is devoted to literature study and response to reading
- Achievement:
  - 6th and 8th had higher overall achievement scores in spring than in fall
  - All 5th grade students achieved more than the 20th percentile (no one in red)

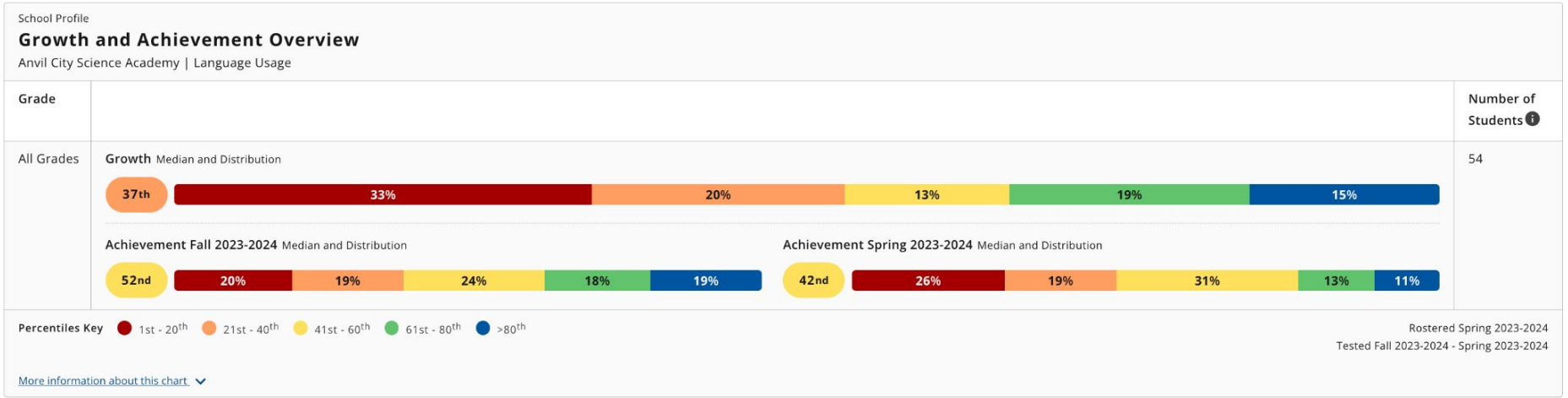
MAP Grade Level Reading Growth and Achievement



MAP Overall School Language Usage Growth and Achievement

- Fall 2023 - Spring 2024 (compares ACSA students to the US cohort for this same time period)
- Growth:
  - 53% of our students are not making the growth we hope (red and orange bands)
  - This area is our greatest need for growth
- Achievement:
  - Overall achievement decreased by 10%
  - In the Fall, 61% scored above 40th percentile. This metric decreased to 55% in the Spring.

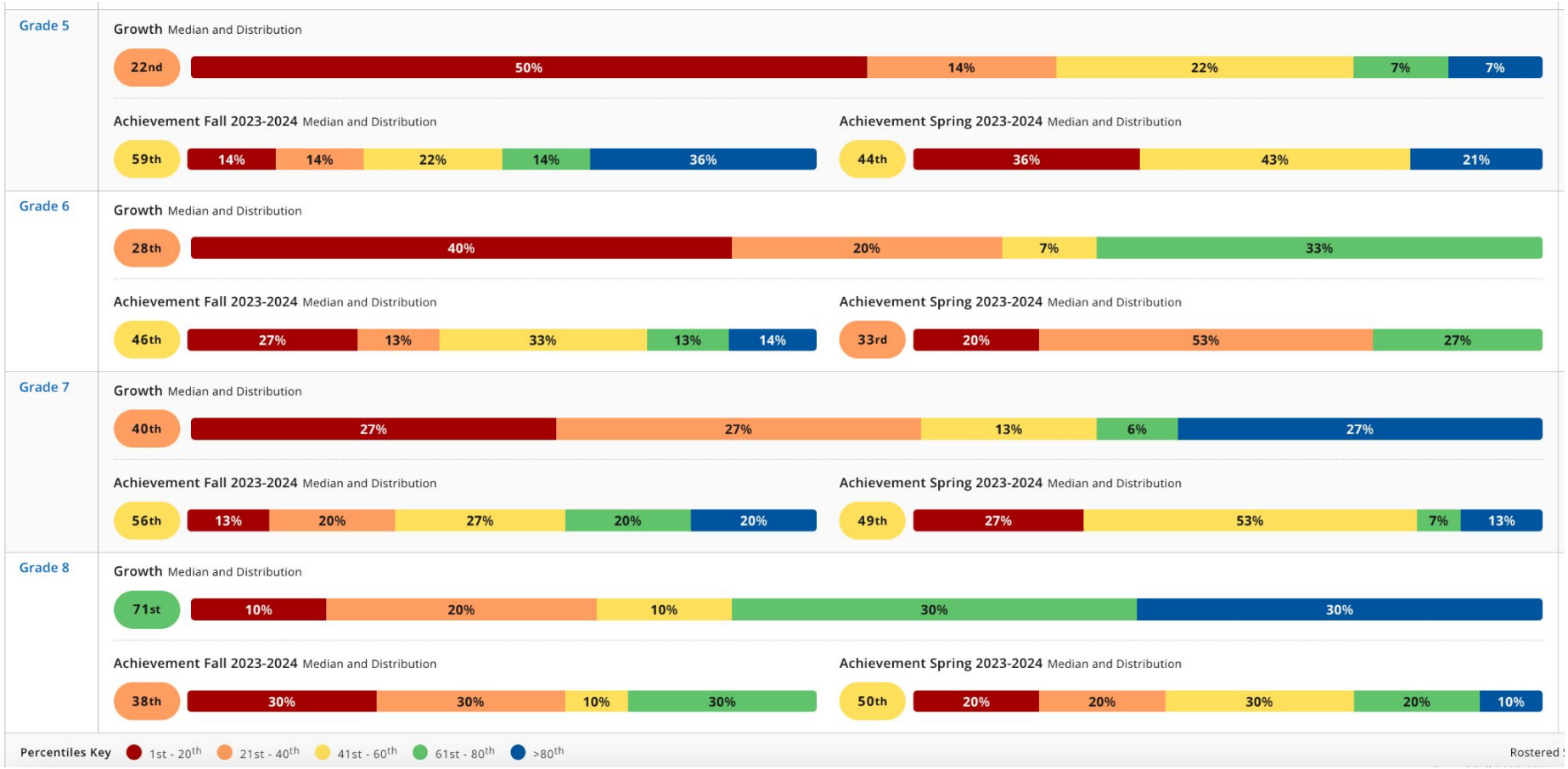
Anvil City Science Academy



MAP Overall School Language Usage Growth and Achievement

- Results are for Fall 2023 - Spring 2024 – SEE FOLLOWING SLIDE
- Growth: graph shows ACSA students compared to students across the US for this same time period
  - 8th grade making most growth overall; 5th grade least
    - All SPED students not in 5th grade made above 60% growth
    - Much of the year is devoted to writing projects; not a lot of direct instruction on grammar and mechanics
    - 5th graders may have had more consistent Language Usage practice and instruction with Bookworms
- Achievement:
  - 5th, 6th and 7th had higher overall achievement scores in spring than in fall
  - Achievement scores went down by more than 10% overall in both 5th and 5th grade
    - Much of the year is devoted to writing projects; not as much direct instruction on grammar and mechanics
  - Of all subjects, Language Usage has least number of students achieving above the 80th percentile

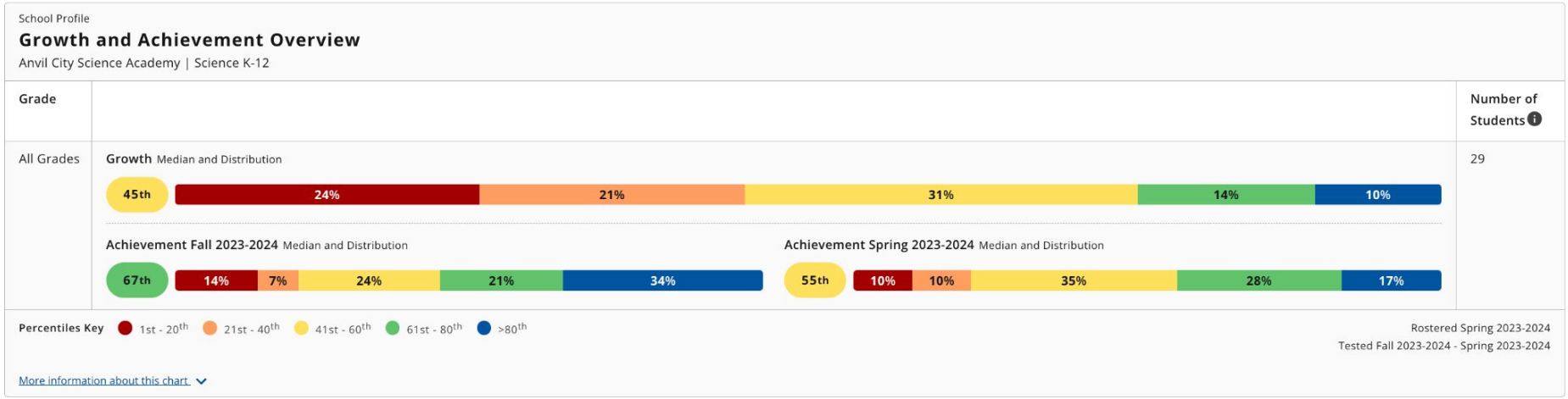
MAP Overall School Language Usage Growth and Achievement



MAP Overall School Science Growth and Achievement

- Fall 2023 - Spring 2024 (compares ACSA students to the US cohort for this same time period)
- Growth:
  - 45% of our students are not making the growth we hope (red and orange bands)
  - 6th and 7th grades took AK Science and not the Science MAP (did not make them take both)
- Achievement:
  - Overall achievement decreased by 12%
  - In the Fall, 79% scored above 40th percentile. This metric increased to 80% in the Spring.

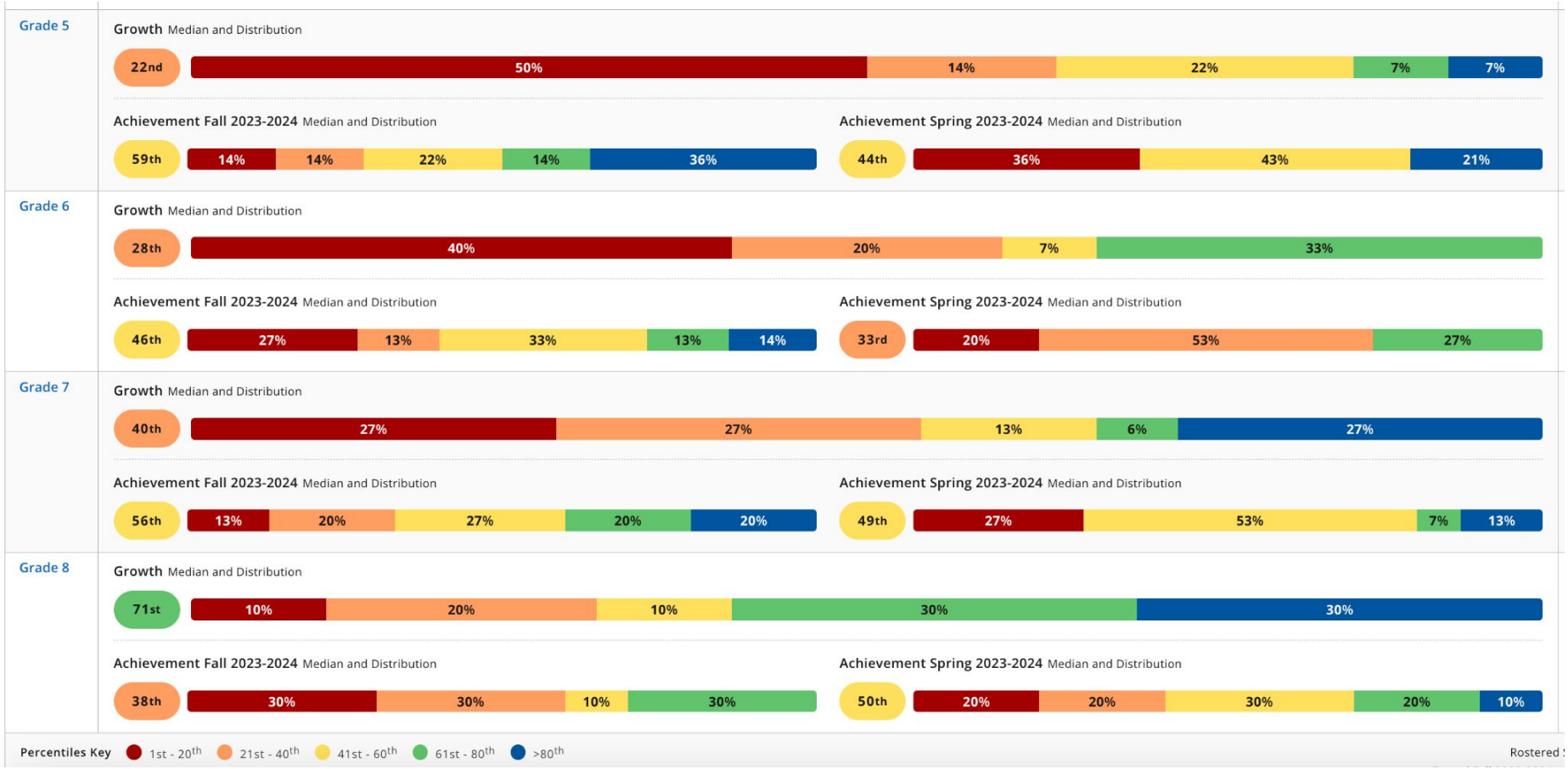
Anvil City Science Academy



MAP Overall School Science Growth and Achievement

- Results are for Fall 2023 - Spring 2024 – SEE FOLLOWING SLIDE
- Growth: graph shows ACSA students compared to students across the US for this same time period
  - Overall growth for 6th and 7th grades is nearly the same in the 45% range
- Achievement:
  - Of all subjects, Science has the greatest percent of students showing proficiency
    - 75% of 6th graders and 84% of 7th graders scored above the 40th percentile
    - All students across grade levels learn same science topics but to different degrees
  - Achievement in the 7th grade dropped dramatically from 77% to 51%
    - Science content is not linear by grade level; planning occurs around yearly themes

MAP Overall School Science Growth and Achievement



School Climate and Connectedness Survey

Good response rates

About half of families
88% of students
100% of staff

2024 School Climate & Connectedness Survey: All Survey Results

Name	2024 Family Survey	2024 Grade 3-5 Student Survey	2024 Grade 6-12 Student Survey	2024 Staff Survey
Anvil City Science Academy	24 responses	11 responses	42 responses	6 responses

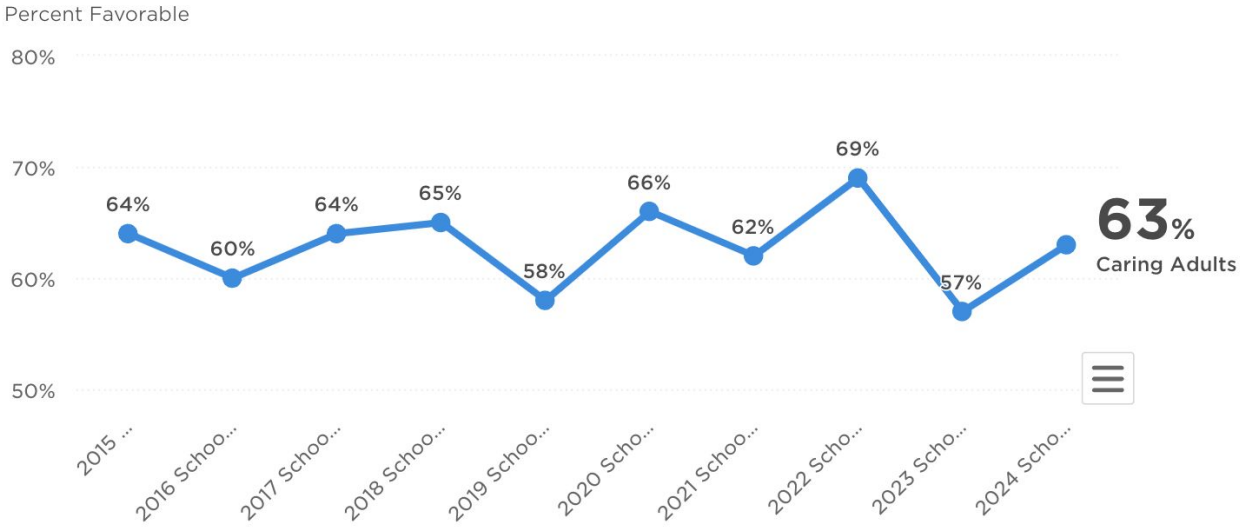
Caring Adults

Caring Adults

Based on **42** responses

Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults

How have results changed over time?



Caring Adults

QUESTION

There is at least one adult whom I feel comfortable talking to about things that are bothering me.

50% responded favorably

▼ 13 from 2023 School Climate & Connectedness Survey

QUESTION

There is a teacher or some other adult who will miss me when I'm absent.

34% responded favorably

▲ 8 from 2023 School Climate & Connectedness Survey

QUESTION

Other adults besides my teachers know my name.

79% responded favorably

▲ 6 from 2023 School Climate & Connectedness Survey

QUESTION

I can name at least five adults who really care about me.

88% responded favorably

▲ 18 from 2023 School Climate &

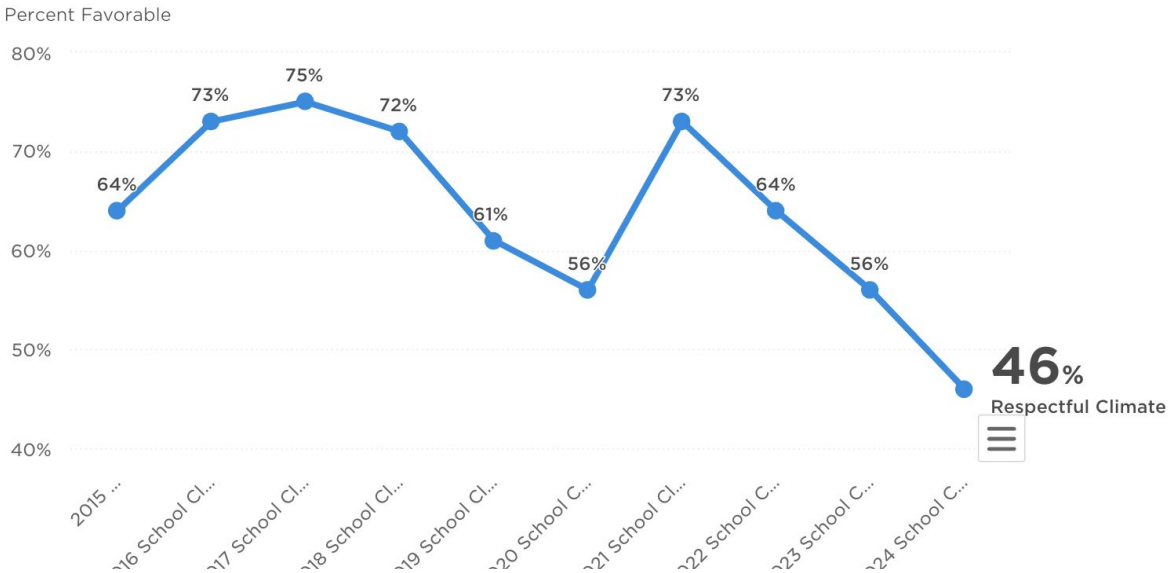
Respectful Climate

-

Based on **42** responses

Student perceptions of the fairness of rules and the respectful relationships between students and staff. Higher scores are better because they reflect more favorable perceptions of respectful climate. (The Staff “Respectful Climate” scale was renamed to "Peer Climate" starting in 2017).

How have results changed over time?



Respectful Climate

Sorted by Survey order First to last

QUESTION

My teachers treat me with respect.

67 % responded favorably

0 from 2023 School Climate & Connectedness Survey

QUESTION

When students break rules, they are treated fairly.

36 % responded favorably

▼ 15 from 2023 School Climate & Connectedness Survey

QUESTION

My teachers are fair.

36 % responded favorably

▼ 19 from 2023 School Climate & Connectedness Survey

QUESTION

Our school rules are fair.

45 % responded favorably

▼ 4 from 2023 School Climate & Connectedness

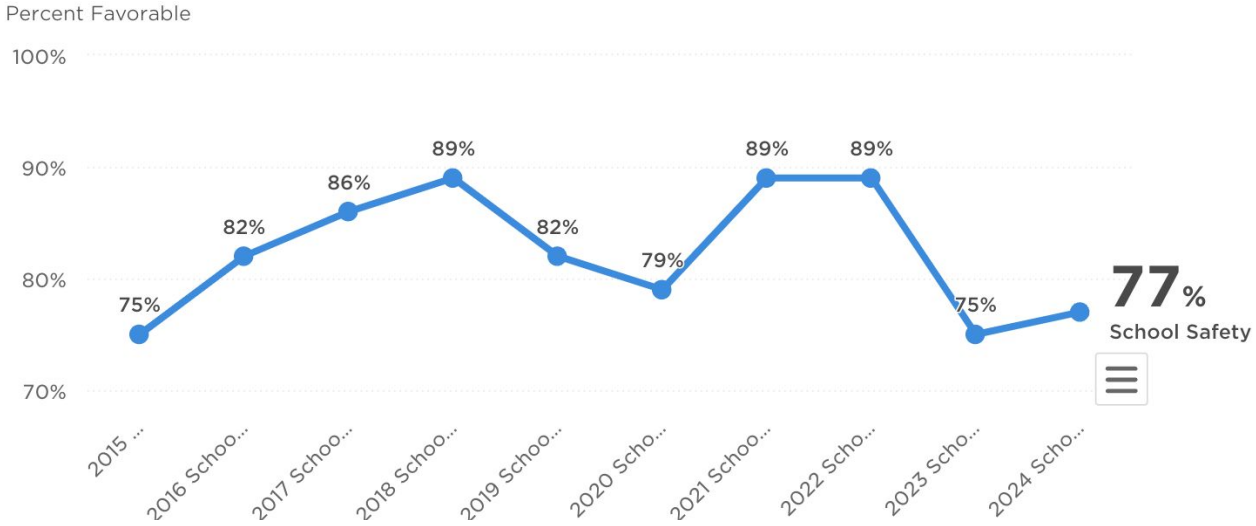
School Safety

School Safety

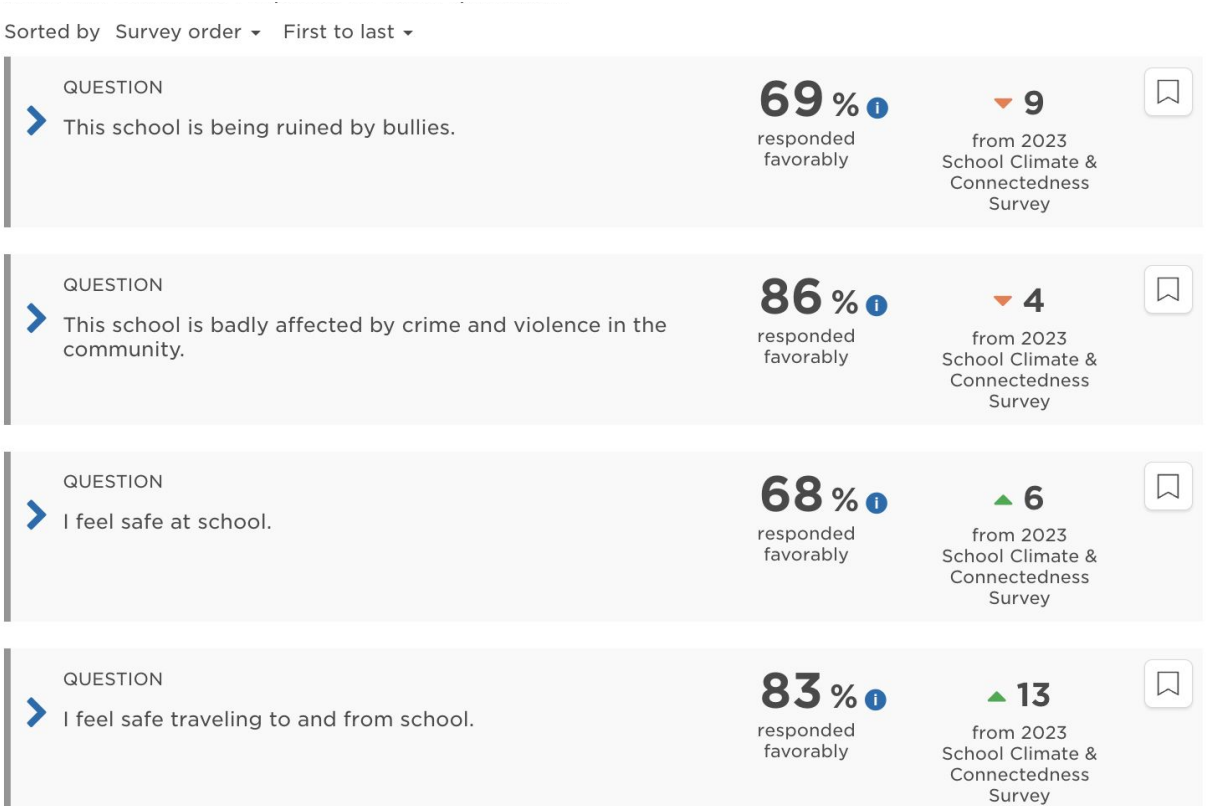
Based on **42** responses

Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.

How have results changed over time?



School Safety



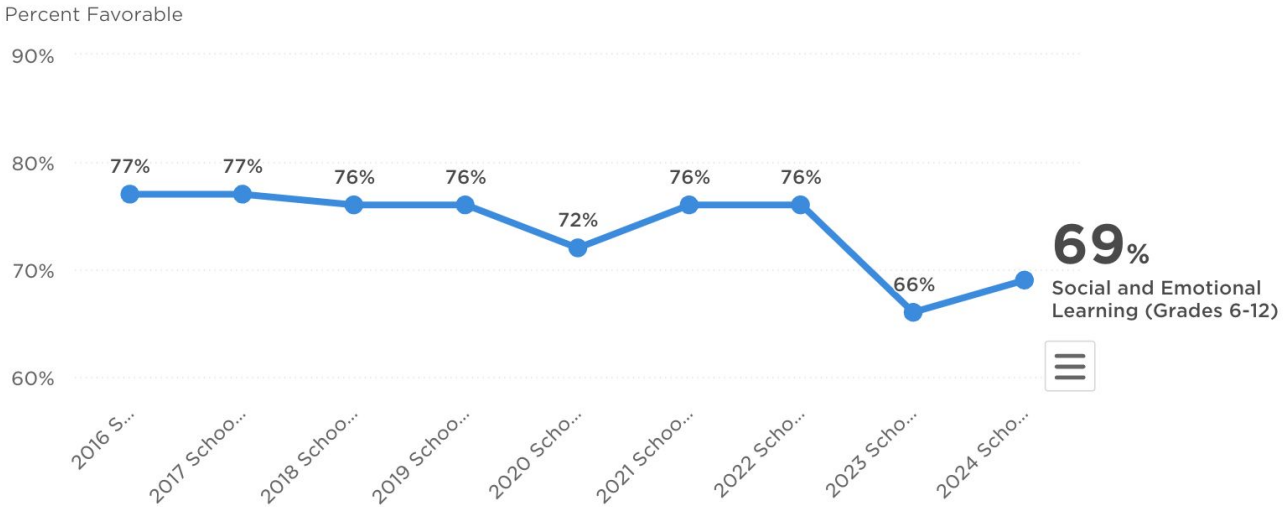
Social and Emotional Learning

Social and Emotional Learning (Grades 6-12)

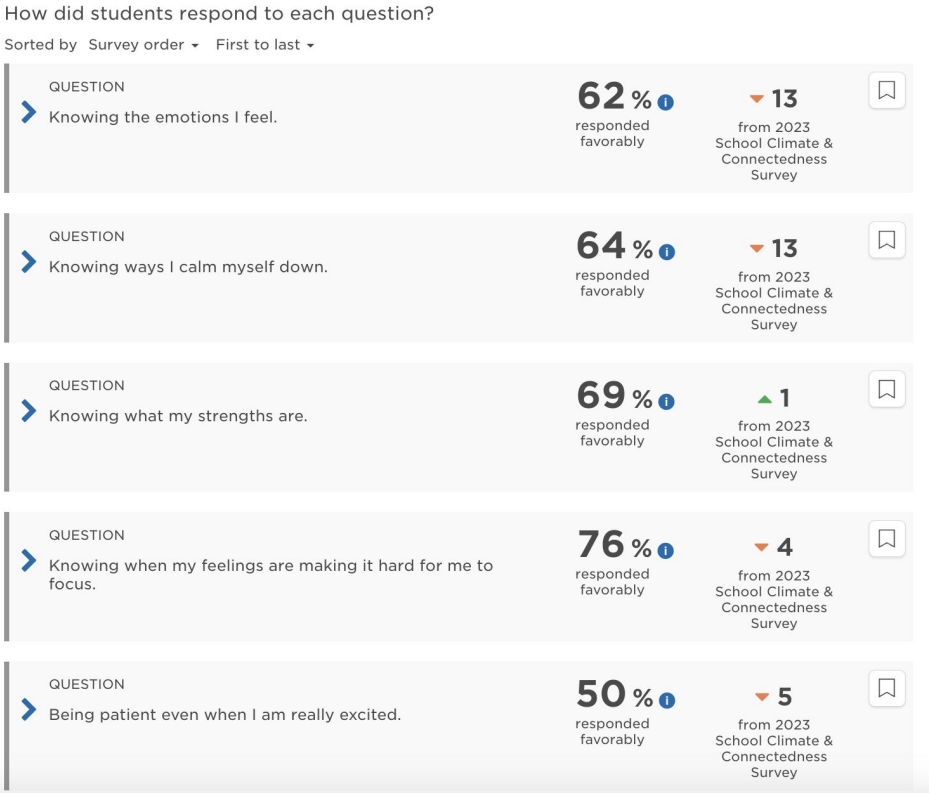
Based on **42** responses

Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making.

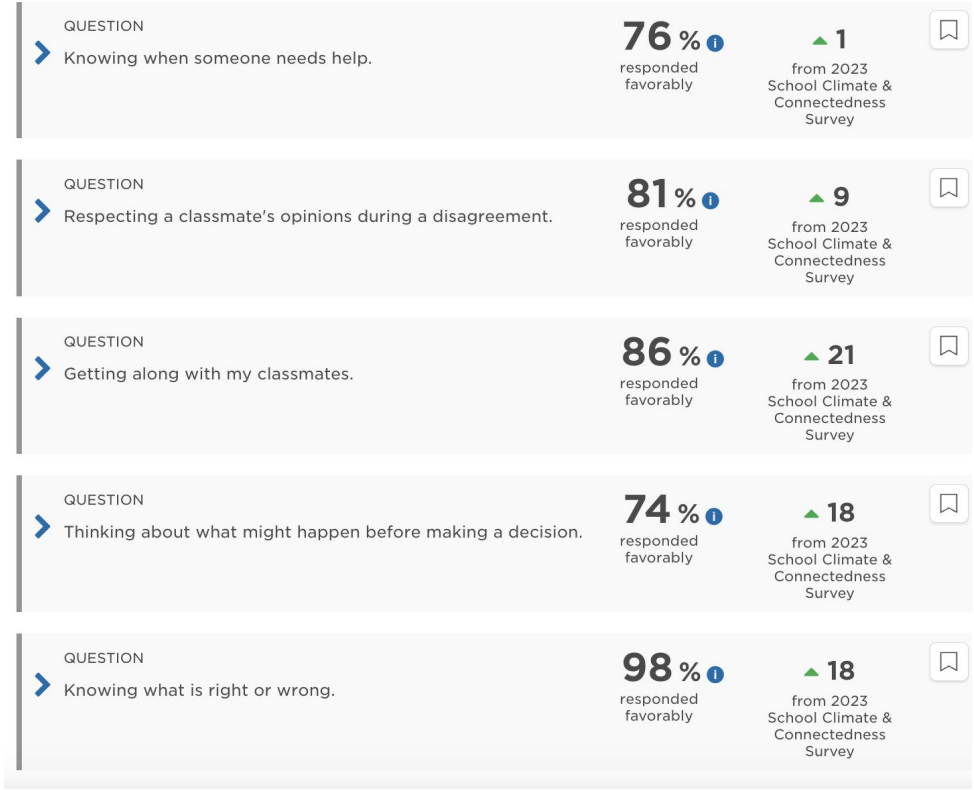
How have results changed over time?



Social and Emotional Learning



Social and Emotional Learning



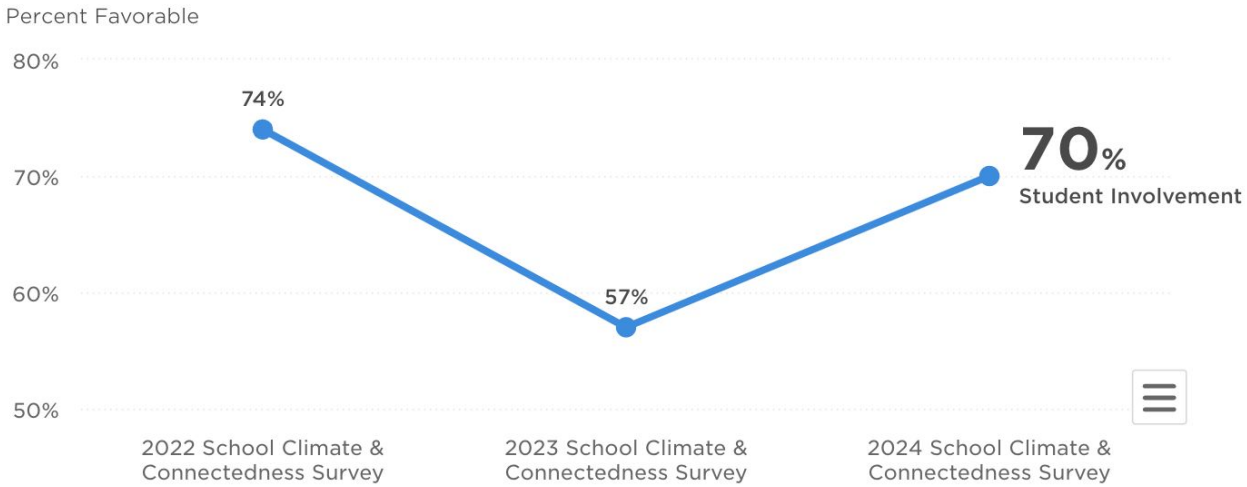
Student Involvement

Student Involvement

Based on **42** responses

Student and staff perceptions of student participation in school governance. Higher scores are better because they reflect more favorable perceptions of student involvement.

How have results changed over time?



Student Involvement

Sorted by Survey order First to last

QUESTION

In my school, students are given a chance to help make decisions.

71% responded favorably

▲ 21 from 2023 School Climate & Connectedness Survey

QUESTION

This school involves students in making changes.

64% responded favorably

QUESTION

In my school, students are provided with meaningful opportunities to develop leadership skills.

81% responded favorably

▲ 8 from 2023 School Climate & Connectedness Survey

QUESTION

Students at my school have opportunities to talk to staff about their ideas for school improvements.

64% responded favorably

▲ 4 from 2023 School Climate & Connectedness Survey

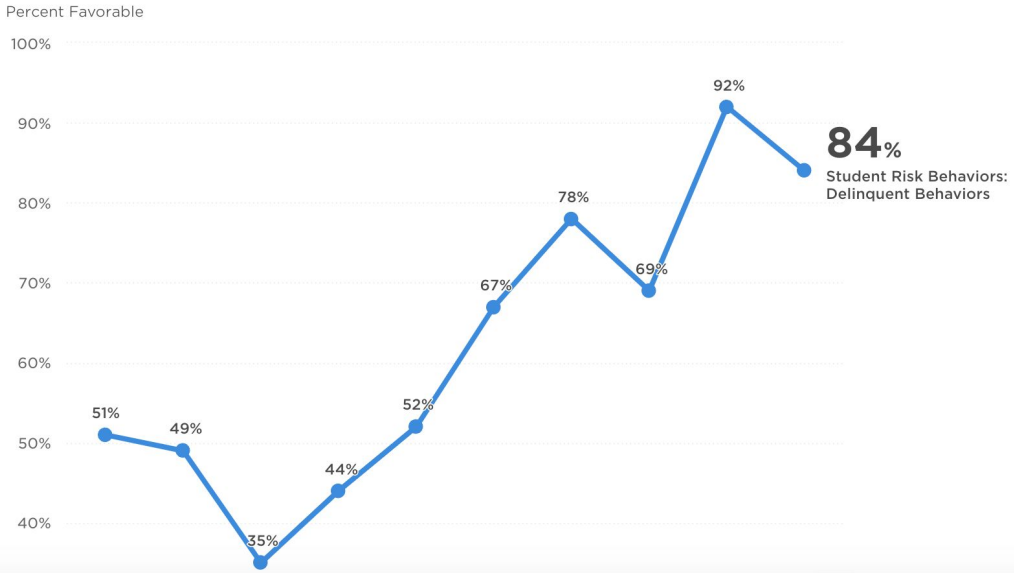
Delinquent Behaviors

Student Risk Behaviors: Delinquent Behaviors

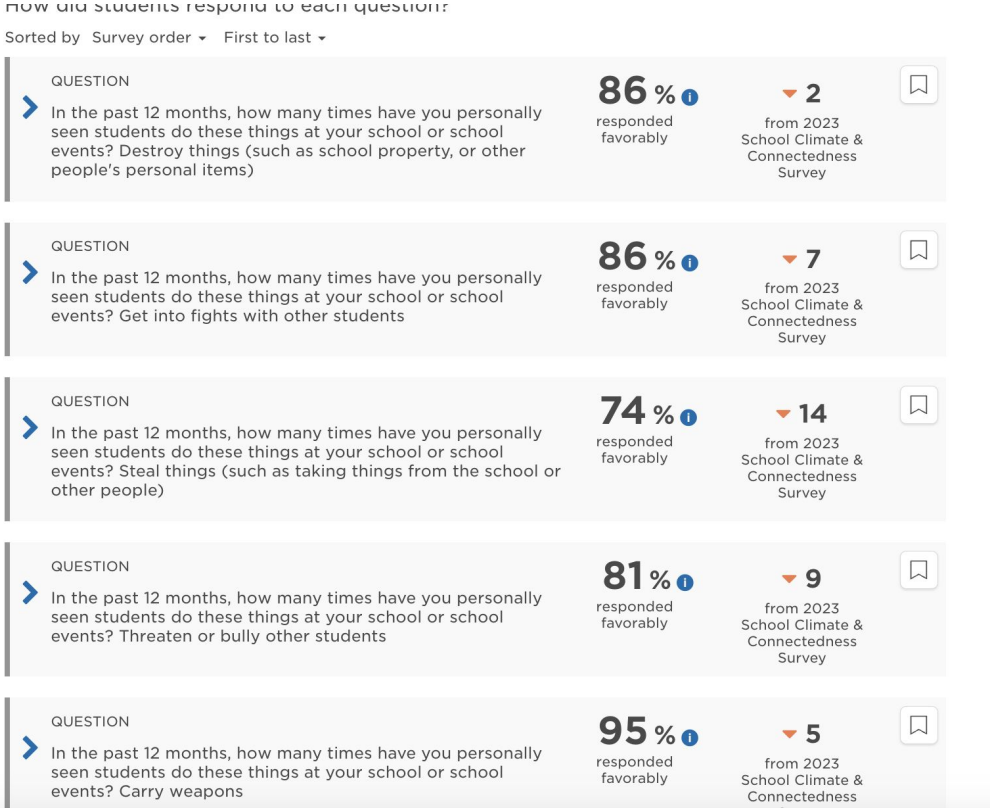
Based on **42** responses

Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of delinquent behaviors.

How have results changed over time?



Delinquent Behaviors



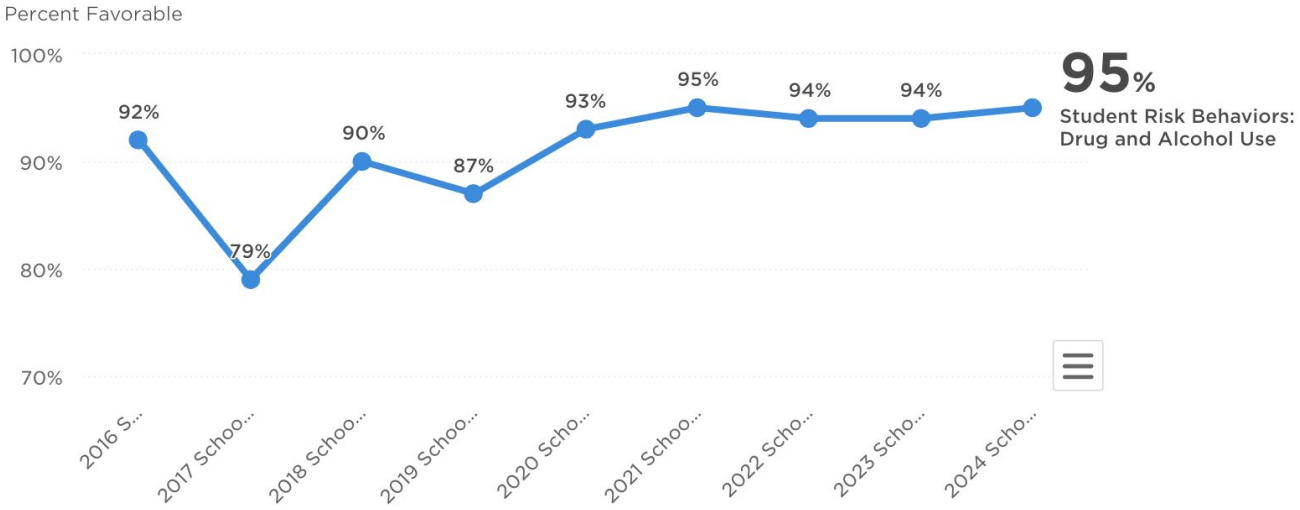
Drug and Alcohol Use

Student Risk Behaviors: Drug and Alcohol Use

Based on **42** responses

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of “0 times” of drug and alcohol use.

How have results changed over time?



Drug and Alcohol Use

How did students respond to each question?

Sorted by Survey order First to last

QUESTION	98% responded favorably	0 from 2023 School Climate & Connectedness Survey
In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of drugs (such as meth, heroin, cocaine, etc.)		
In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of marijuana	95% responded favorably	0 from 2023 School Climate & Connectedness Survey
In the past 12 months, how many times have you personally seen students do these things at your school or school events? Vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs)	88% responded favorably	▲ 5 from 2023 School Climate & Connectedness Survey
In the past 12 months, how many times have you personally seen students do these things at your school or school events? Under the influence of alcohol (beer, wine, liquor, such as vodka or whiskey, etc.)	98% responded favorably	0 from 2023 School Climate & Connectedness Survey

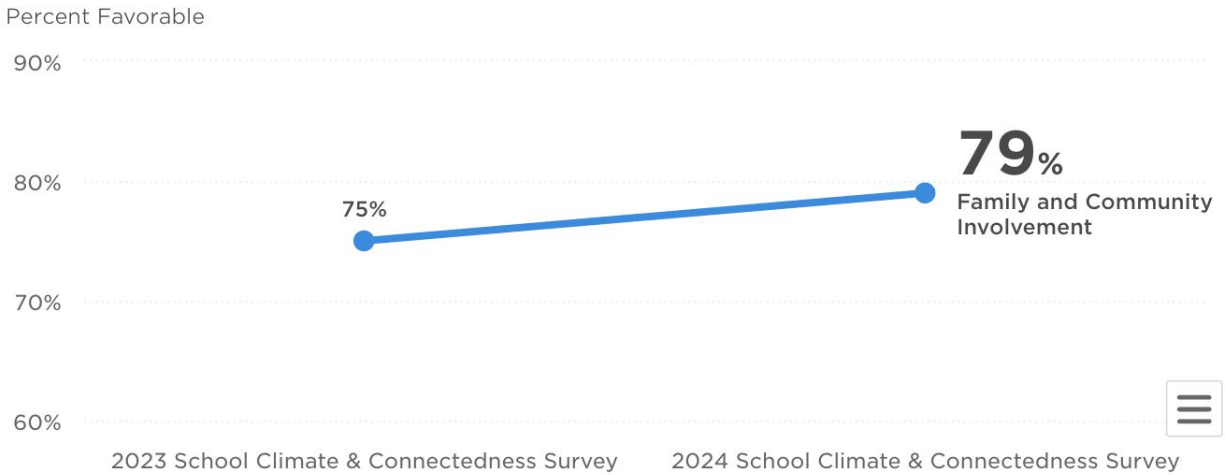
Family and Community Involvement

Family and Community Involvement

Based on **42** responses

Reflects perceptions of families' and community members' degree of involvement in their school. Higher scores are better because they reflect more favorable perceptions of family and community involvement.

How have results changed over time?



Family and Community Involvement

How did students respond to each question?

Sorted by Survey order First to last

QUESTION		
This school is a welcoming place for families like mine.	76% responded favorably	▲ 2 from 2023 School Climate & Connectedness Survey
This school values and welcomes elders.	81% responded favorably	▼ 1 from 2023 School Climate & Connectedness Survey
This school involves parents in most school events or activities.	81% responded favorably	▲ 11 from 2023 School Climate & Connectedness Survey

Cultural Connectedness

Cultural Connectedness

Based on **42** responses

Perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity. Higher scores are better because they reflect more favorable perceptions of cultural connectedness.

What are the results for this topic?

50

%
responded
favorably

How do these results compare to benchmarks?

District | State | School Type

50%
Your result
Your result is 50%, and the average for Nome Public Schools is **48%**.

Cultural Connectedness

Nome-Beltz Middle High School 2023/2024 Year End Review

School Climate and Connectedness Survey 2023-2024 Results

Participants:
177/313 students
21/35 staff members

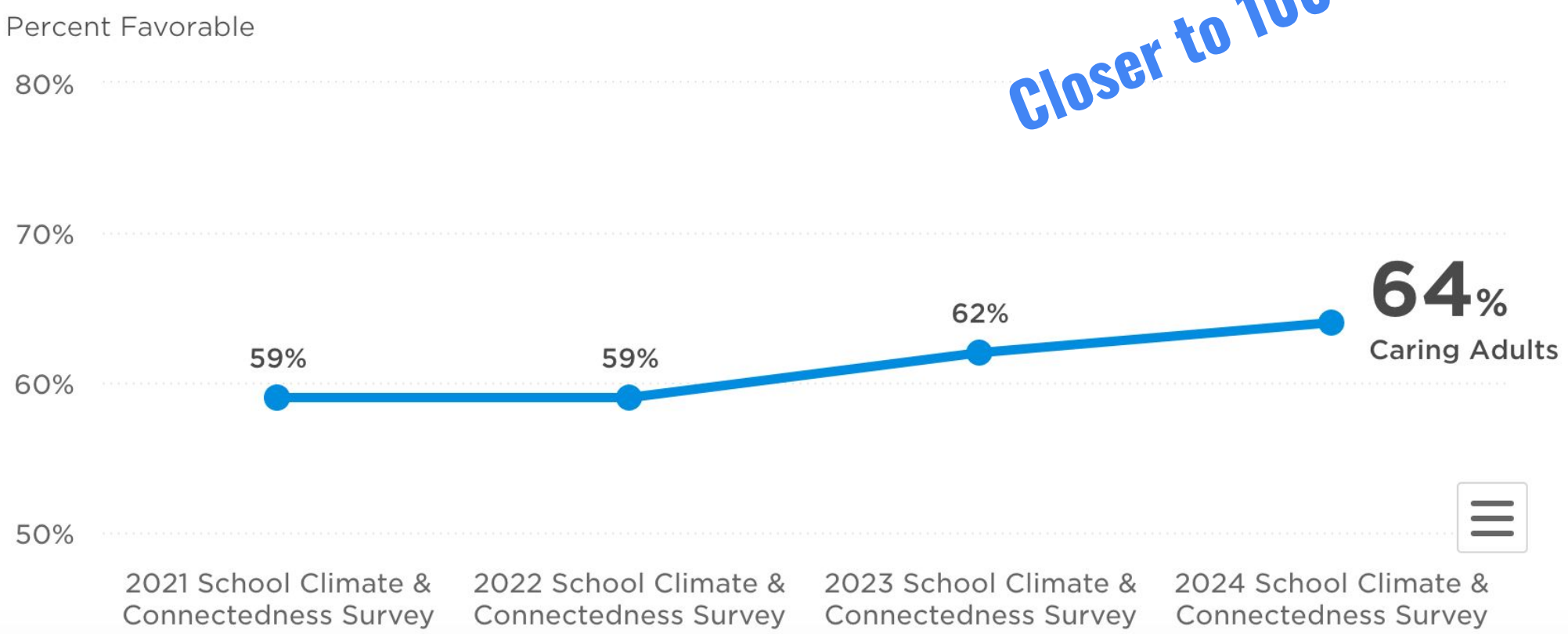
Student Perception of Staff

Caring Adults

Based on **177** responses

Students' perceptions of their closeness to adults in the school. Higher scores are better because they reflect more favorable perceptions of caring adults

How have results changed over time?



Closer to 100% is better

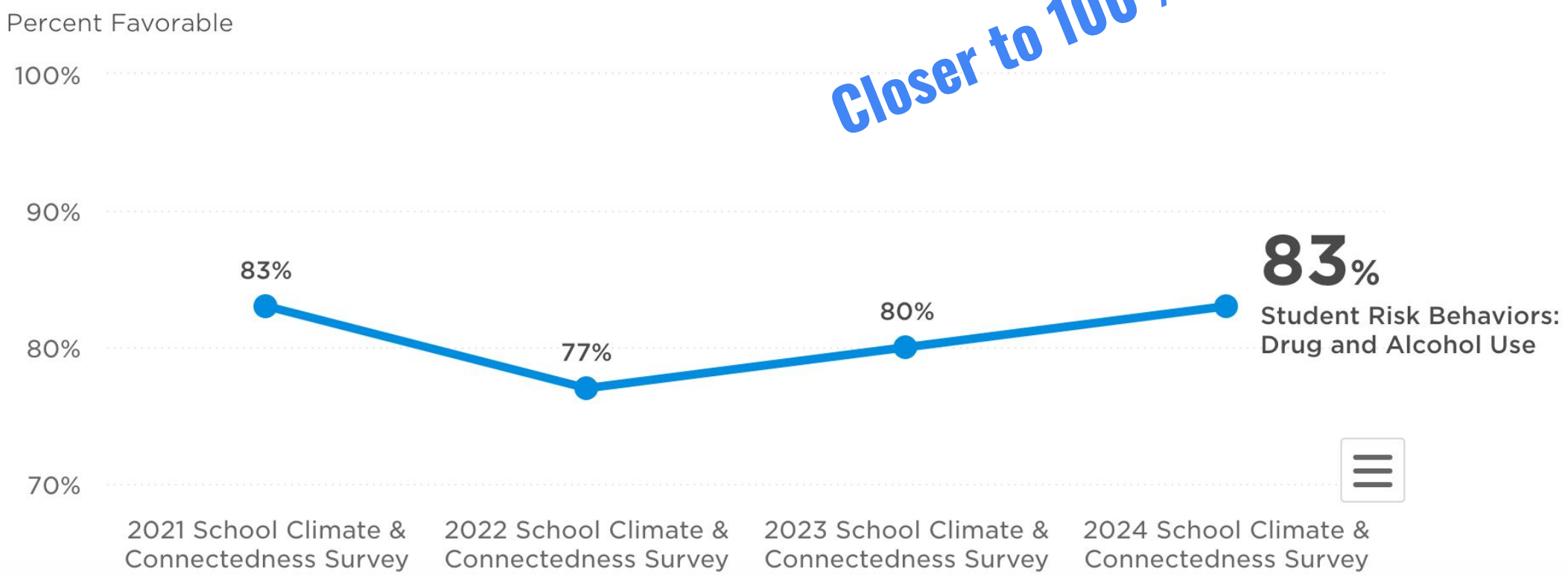
Students Perceptions of Drugs & Alcohol

Student Risk Behaviors: Drug and Alcohol Use

Based on **177** responses

Observations of other students engaging in drug and alcohol use at school or school events within the past 12 months. Higher scores are better because they reflect more instances of "0 times" of drug and alcohol use.

How have results changed over time?



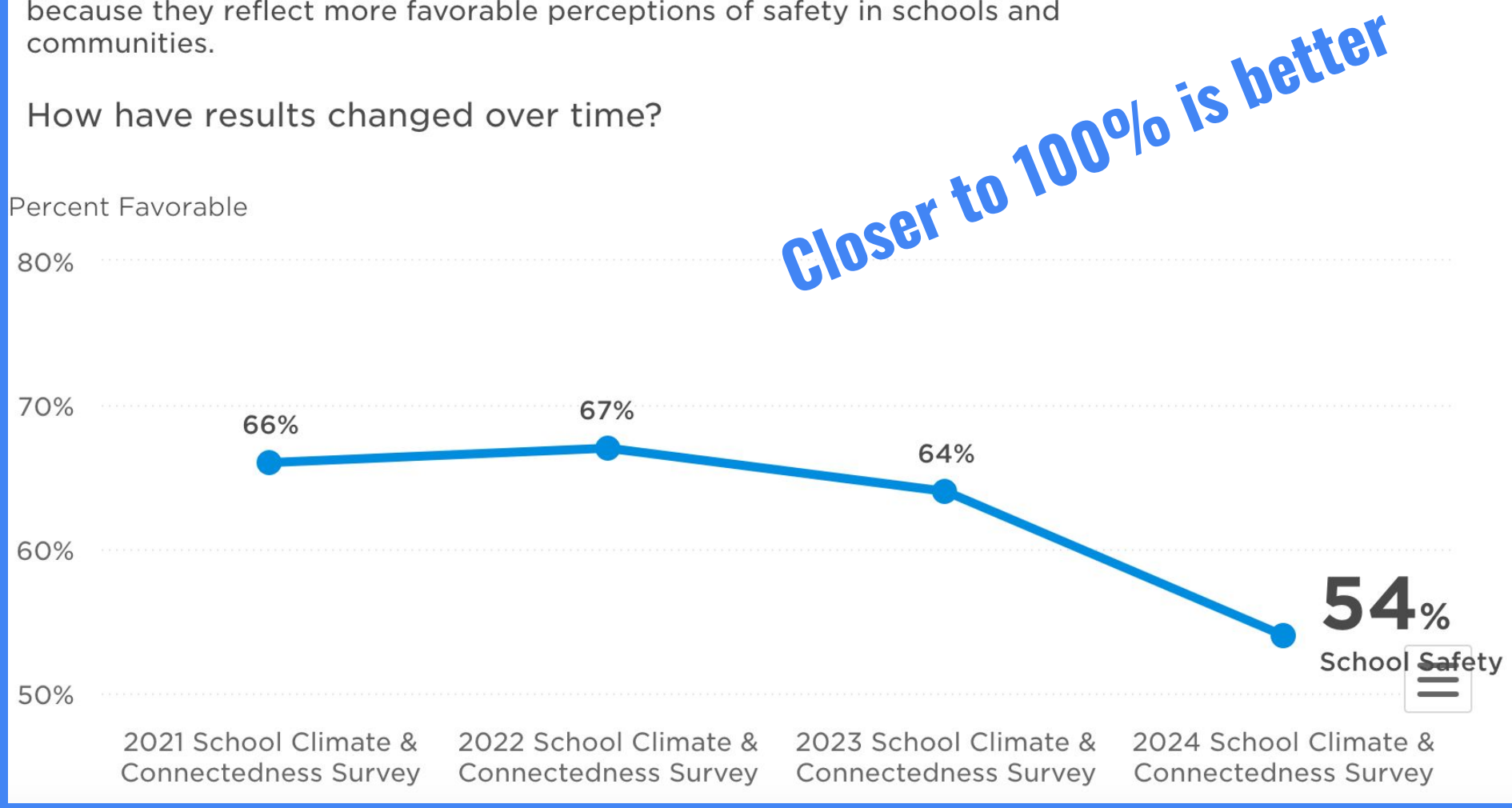
Student Perceptions on School Safety

School Safety

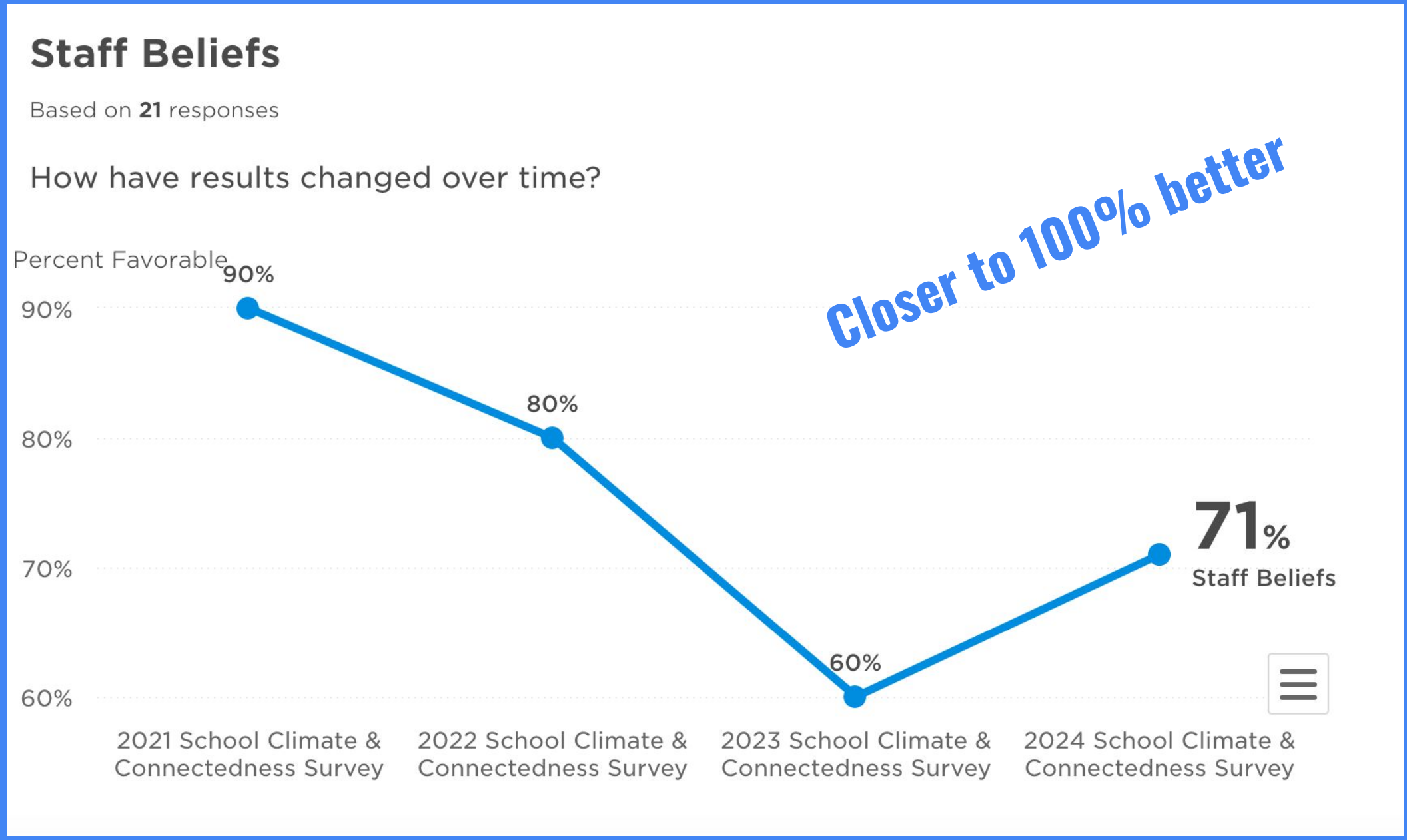
Based on **177** responses

Student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life. Higher scores are better because they reflect more favorable perceptions of safety in schools and communities.

How have results changed over time?

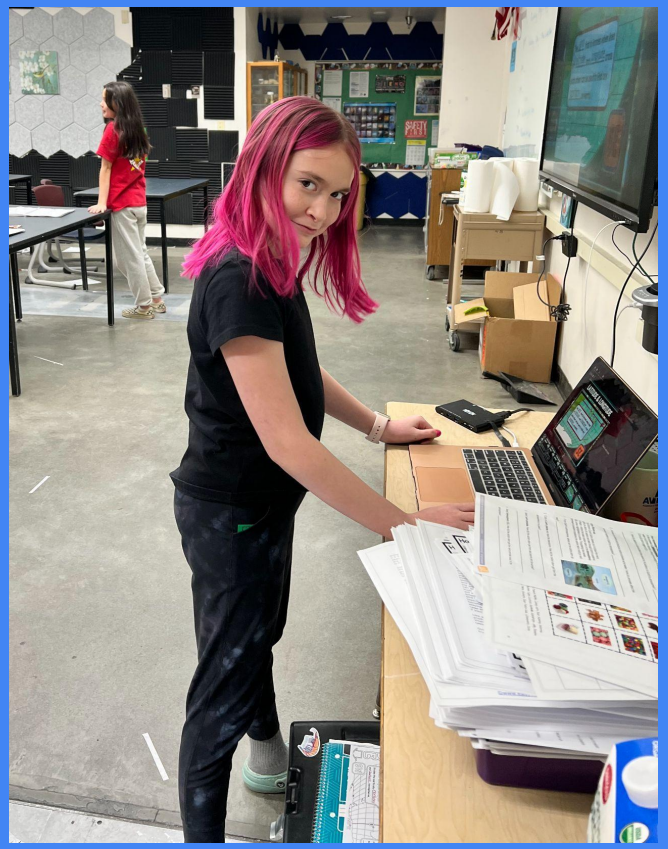


Staff Perceptions of Student Population



MAP/NWEA 2023-2024 Results

Why is being on grade level important?



COLLEGE READINESS (1387L)

SOURCE: LEXILE CAREER DATABASE

https://hub.lexile.com

These careers require a MINIMUM lexile of:

LAW ENFORCEMENT (1210L)

COMMERCIAL PILOT (1495L)

MILITARY (1140L)

TEACHING (1255L)

CONSTRUCTION LABORER/WELDERS (1130L)

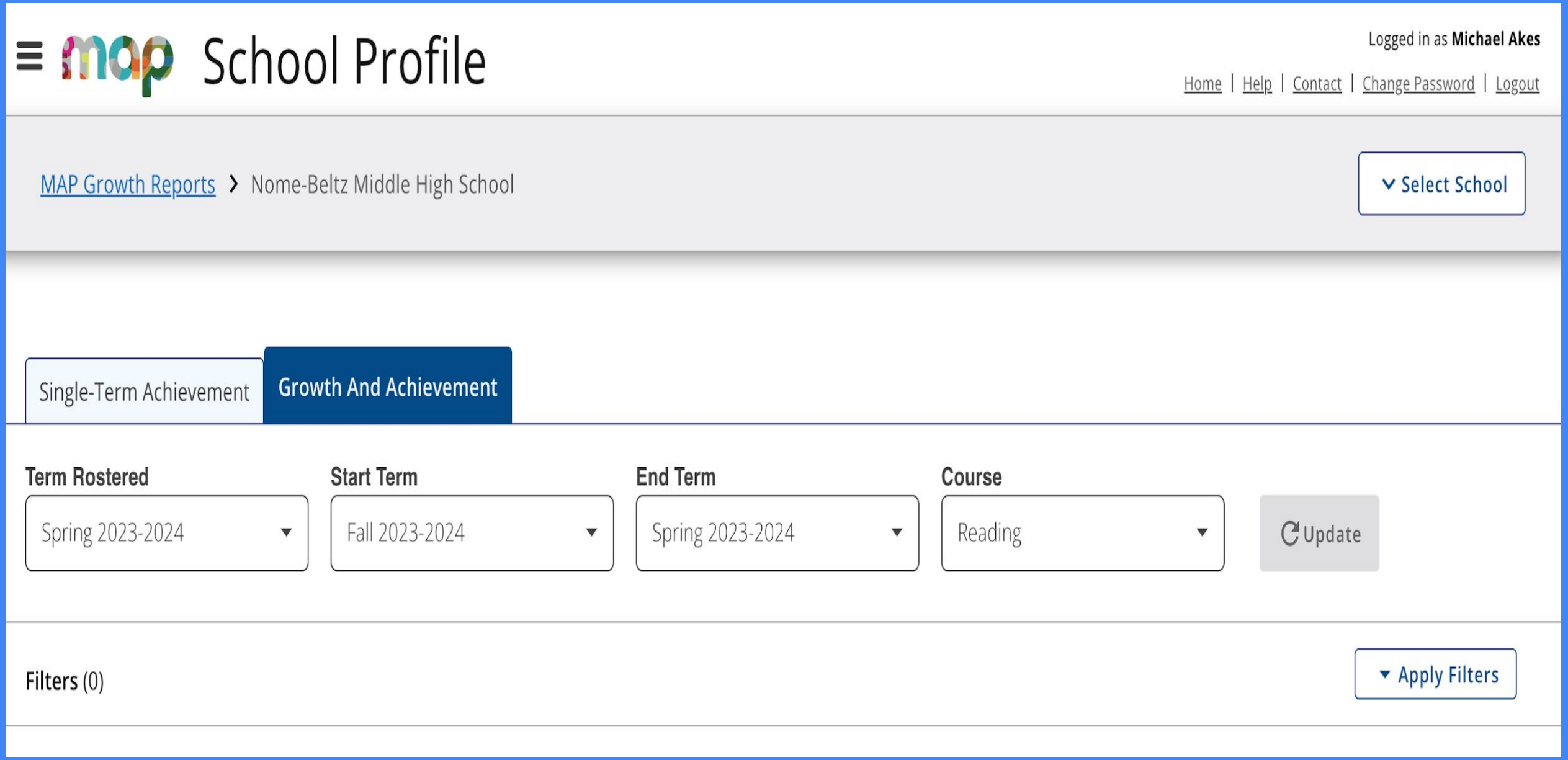
NURSING (1280L)

MECHANIC (1405L)

IT/PROJECT MANAGEMENT (1370L)

THESE ARE LEVELS AT THE 50TH PERCENTILE

NBMHS MAP DATA



MAP Growth Reading: Grades 6, 7, 8, 9

Nome-Beltz Middle High School

School Profile

Growth and Achievement Overview

Nome-Beltz Middle High School | Reading

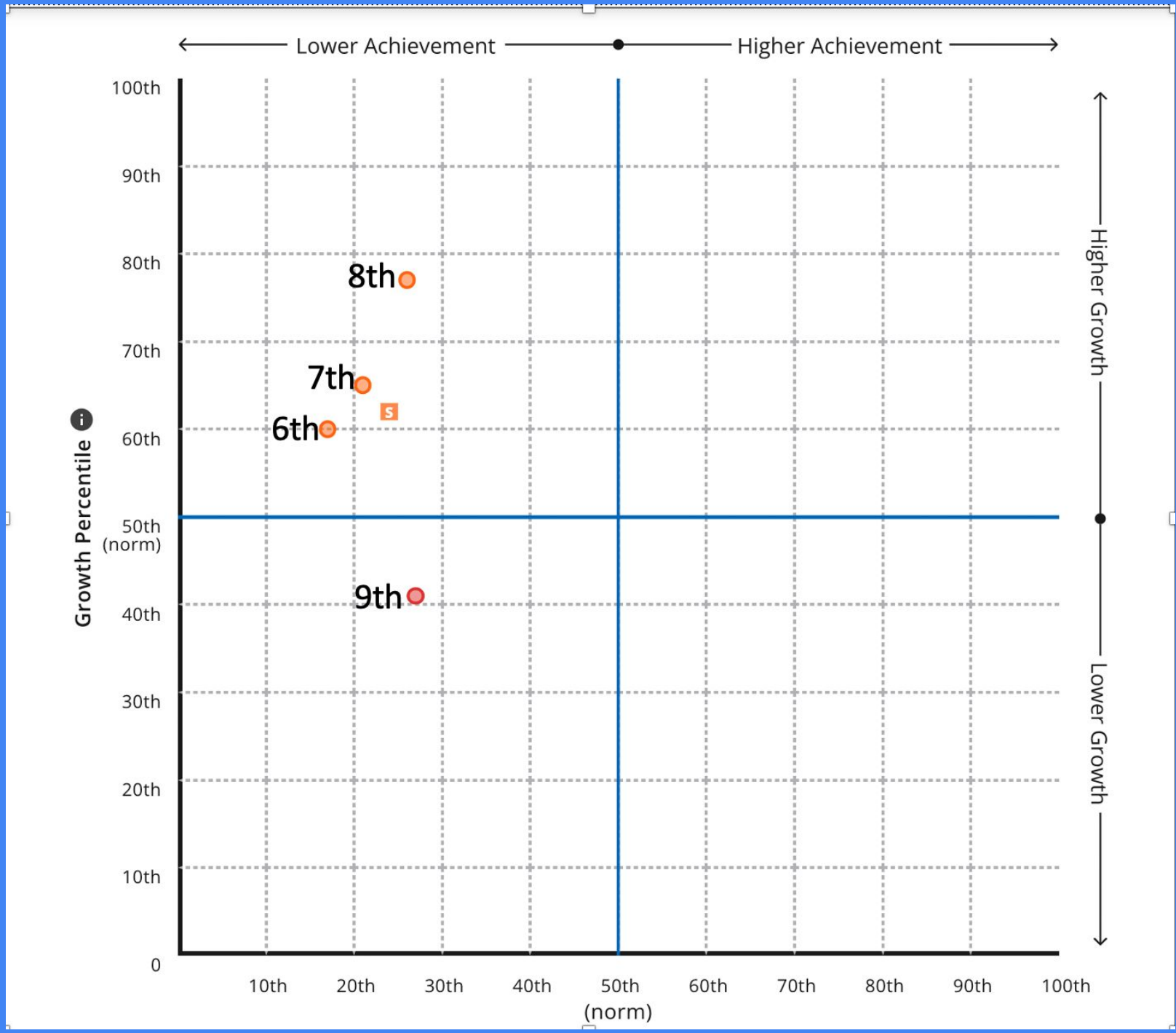
Grade		Number of Students
All Grades	**Growth** Median and Distribution: 62nd; 17% / 20% / 13% / 16% / 34% **Achievement Fall 2023-2024** Median and Distribution: 16th; 53% / 25% / 14% / 7% **Achievement Spring 2023-2024** Median and Distribution: 24th; 42% / 38% / 14% / 5%	128

Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Spring 2023-2024

Tested Fall 2023-2024 - Spring 2023-2024

MAP Growth Reading: Fall 2023 to Spring 2024



MAP Growth Language: Grades 6, 7, 8, 9

Nome-Beltz Middle High School

School Profile

Growth and Achievement Overview

Nome-Beltz Middle High School | Language Usage

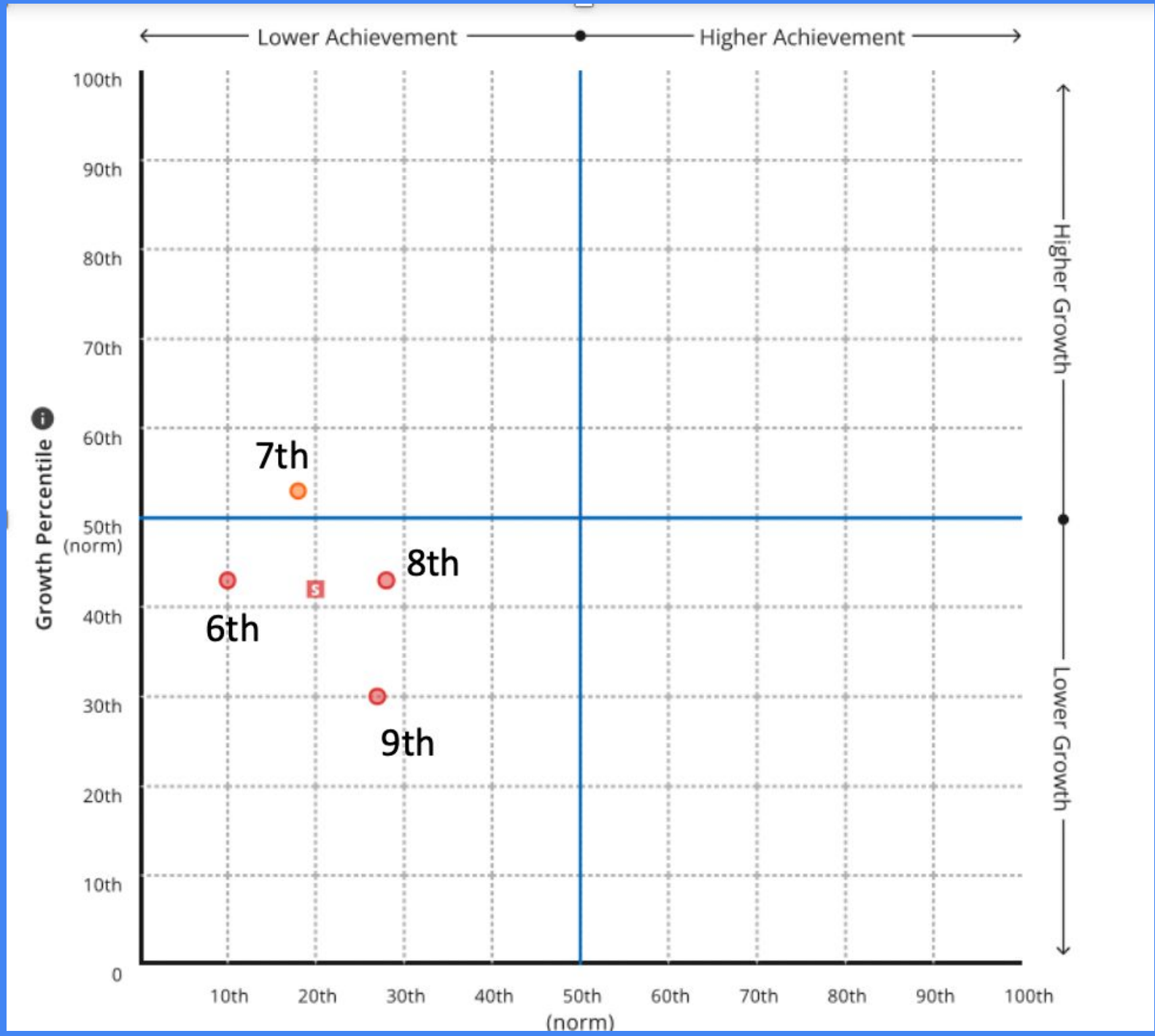
Grade		Number of Students
All Grades	**Growth** Median and Distribution: 42nd — 30% / 18% / 21% / 16% / 15% **Achievement Fall 2023-2024** Median and Distribution: 22nd — 44% / 25% / 18% / 8% / 5% **Achievement Spring 2023-2024** Median and Distribution: 20th — 52% / 24% / 17% / 4 / 3	115

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Spring 2023-2024

Tested Fall 2023-2024 - Spring 2023-2024

MAP Growth Language: Fall 2023 to Spring 2024



MAP Growth Math: Grades 6, 7, 8, 9

Nome-Beltz Middle High School

School Profile

Growth and Achievement Overview

Nome-Beltz Middle High School | Math K-12

Grade		Number of Students
All Grades	**Growth** Median and Distribution 46th: 26% / 16% / 19% / 18% / 21% **Achievement Fall 2023-2024** Median and Distribution 21st: 50% / 25% / 17% / 4 / 4 **Achievement Spring 2023-2024** Median and Distribution 23rd: 46% / 37% / 12% / 4 / 1	114

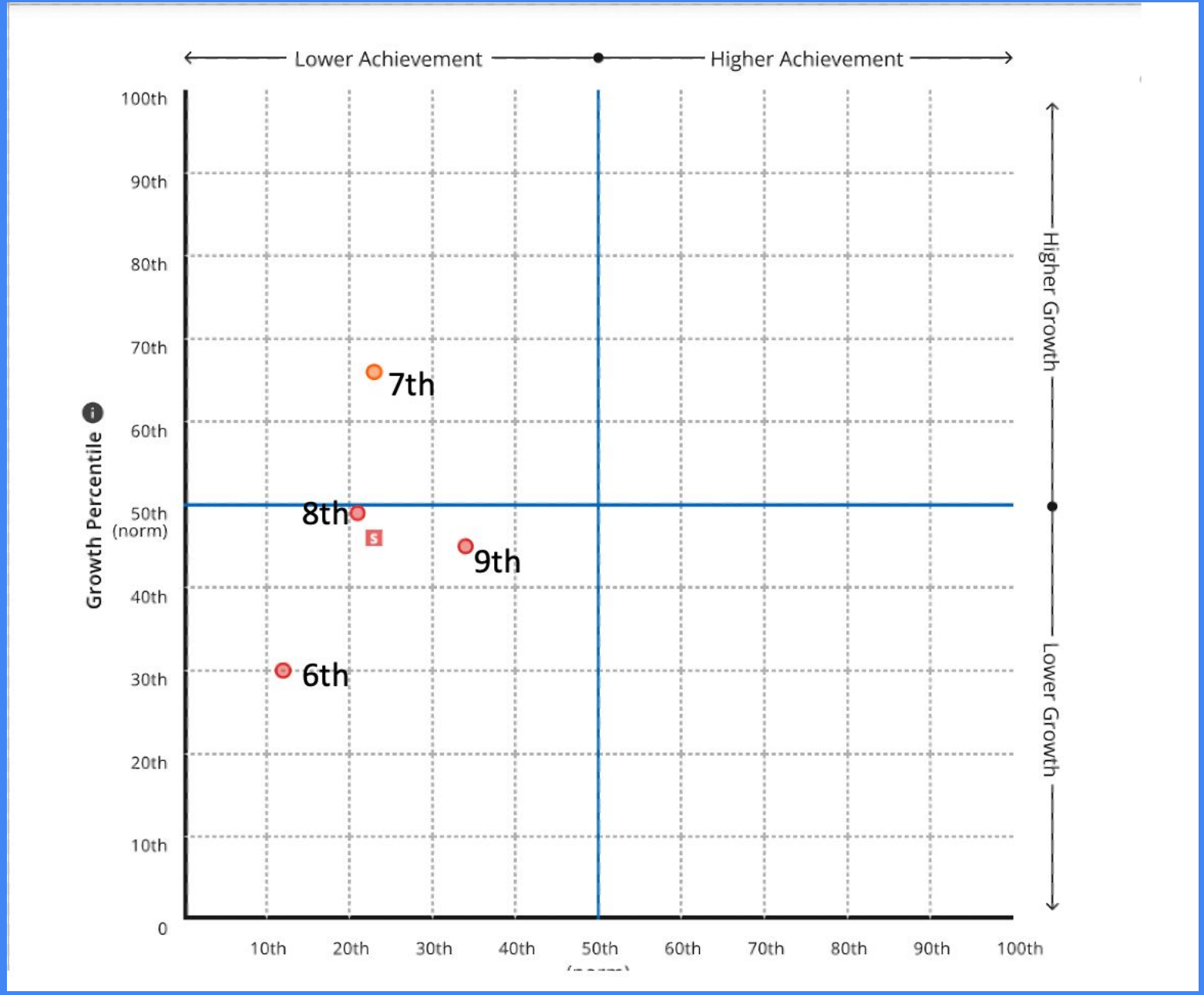
Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Spring 2023-2024

Tested Fall 2023-2024 - Spring 2023-2024

More information about this chart

MAP Growth Math: Fall 2023 to Spring 2024



MAP Growth Science: 8th-Grade

School Profile

Growth and Achievement by Grade

Nome-Beltz Middle High School | Science K-12

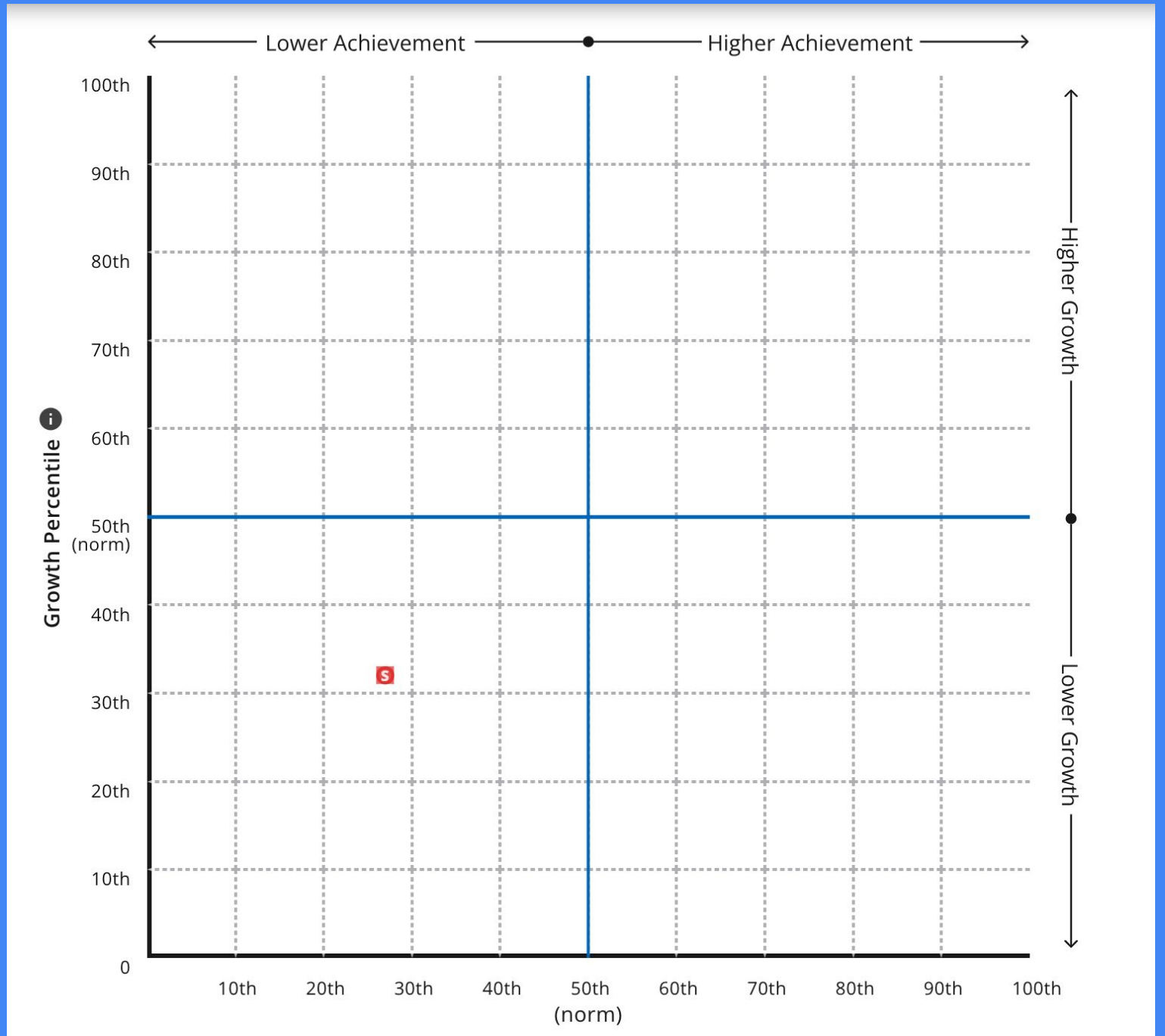
Grade ↑	Sort by -- select an option --	Number of Students
Grade 8	**Growth** Median and Distribution: 32nd — 36% / 19% / 16% / 19% / 10% **Achievement Fall 2023-2024** Median and Distribution: 26th — 32% / 26% / 26% / 10% / 6% **Achievement Spring 2023-2024** Median and Distribution: 27th — 42% / 23% / 13% / 16% / 6%	31

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Spring 2023-2024

Tested Fall 2023-2024 - Spring 2023-2024

MAP Growth Science: Fall 2023 to Spring 2024 (8th-grade)



NBMHS Behavior Response

2022-2023

186 incidents of suspension

2023-2024

151 incidents of suspension

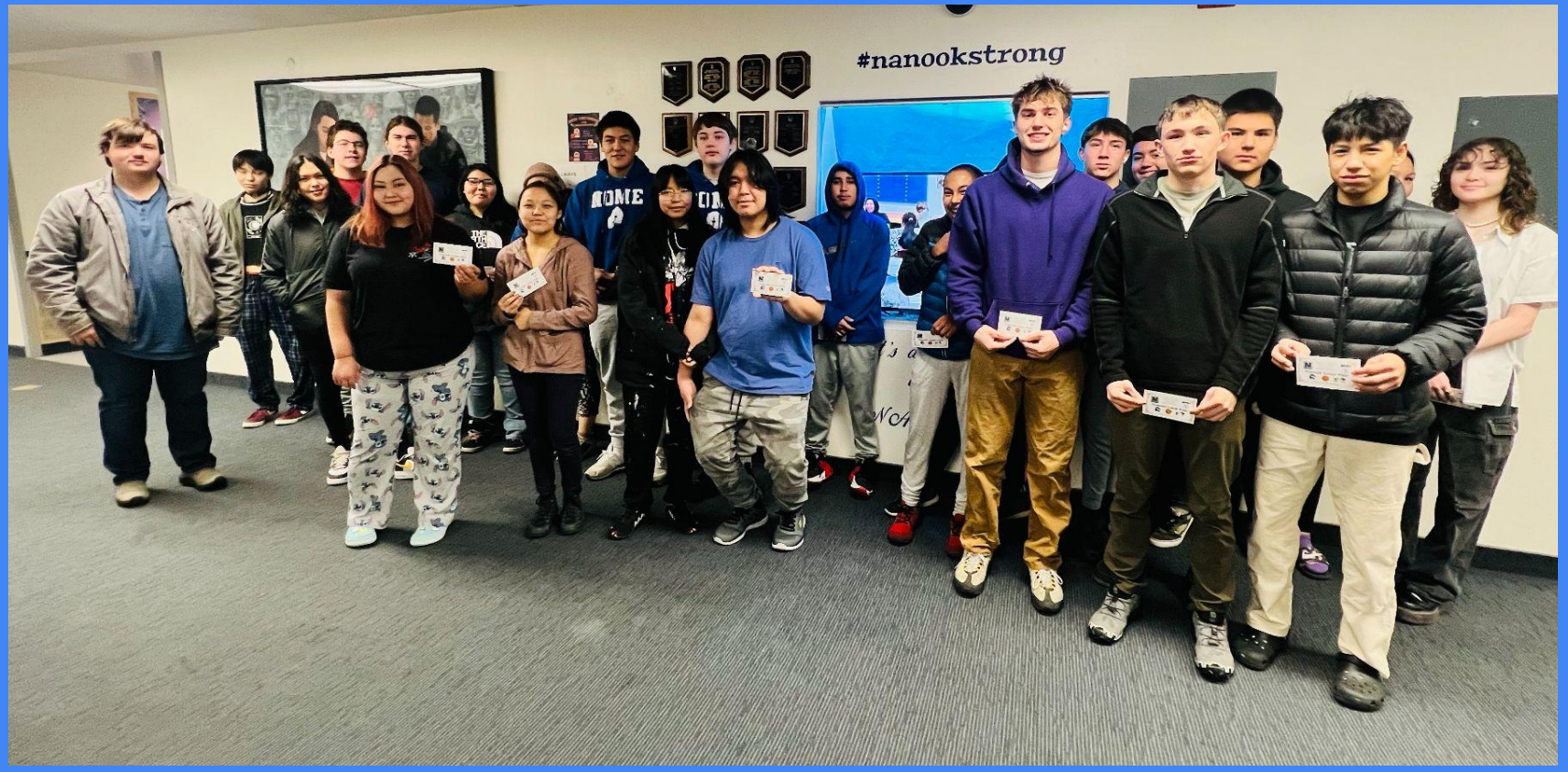
(as of May 1, 2024)

NBMHS 2023-2024 Suspensions: SPED vs Non-SPED

Month	Gen Ed	SPED	Total
September	22	6	28
October	14	7	21
November	17	3	20
December	17	13	30
January	6	5	11
February	10	3	13
March	9	7	16
April	9	3	12
Total	104	47	151

NBMHS Student Attendance

2022-2023: 85% 2023-2024: 87% as of May 24



NBMHS Staff Retention

2022-2023 65%

2023-2024 80%
as of 5/24/2024

NBMHS Graduation Rate

2021-2022 → 70%
2022-2023 → 75%
2023-2024 → ?

Post Secondary Plans 100%

Portrait of a Graduate

Photo courtesy of
The Nome Nugget

Nome Elementary School Data

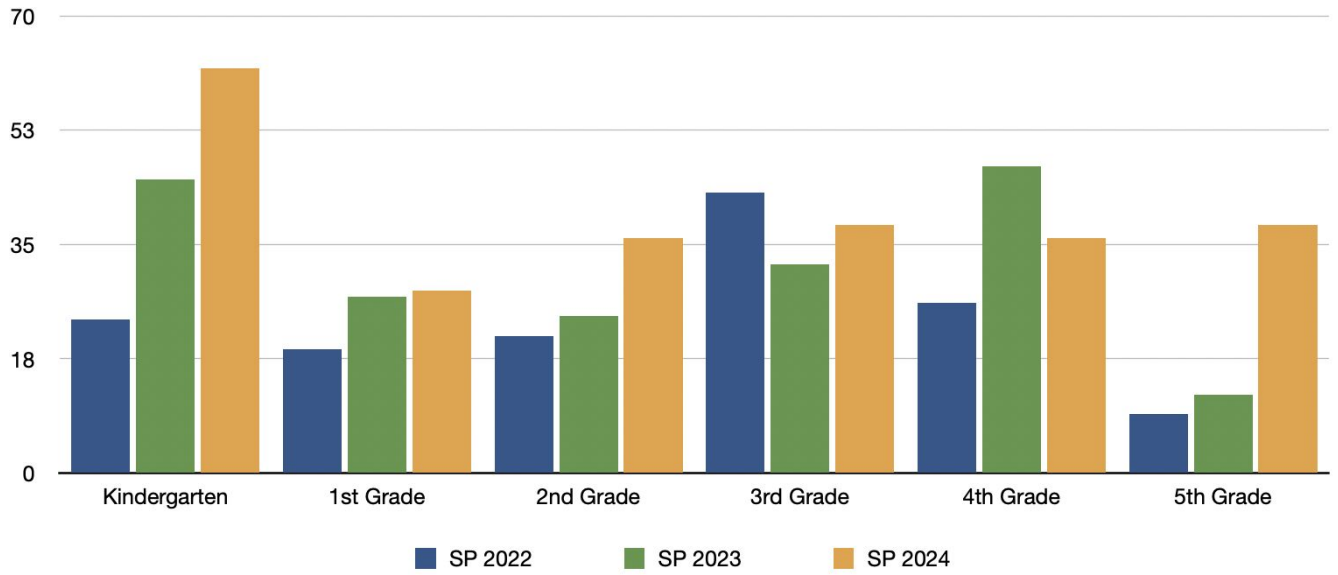
Spring 2024

NES Goals

(School Improvement, Literacy Grant, Title I Plan)

- Increase the percentage of students at or above the 41st percentile in MAP Growth Reading and Language Usage annually (by 5% per grade level from Spring 2023 to Spring 2024).
- Increase the percentage of students who meet or exceed their growth projection in MAP Growth and Language Usage annually (by 5% per grade level from Spring 2023 to Spring 2024).

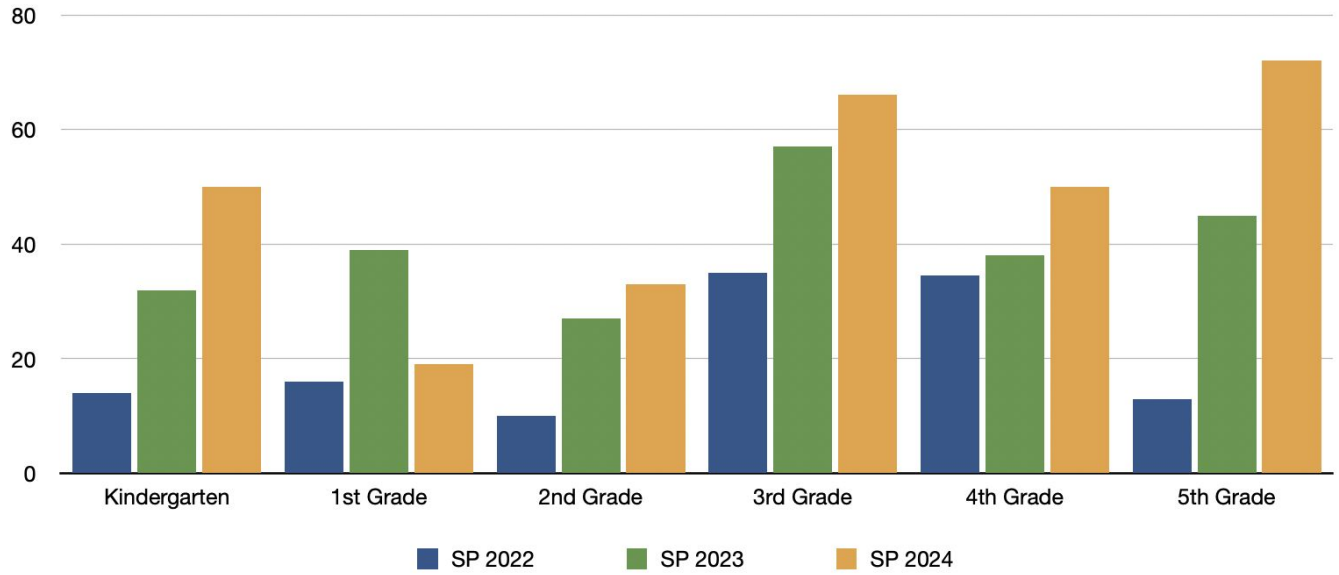
Reading Proficiency



% students @ or above the 41st percentile

	SP 2022	SP 2023	SP 2024
Kindergarten	24	45	62
1st Grade	19	27	28
2nd Grade	21	24	36
3rd Grade	43	32	38
4th Grade	26	47	36
5th Grade	9	12	38

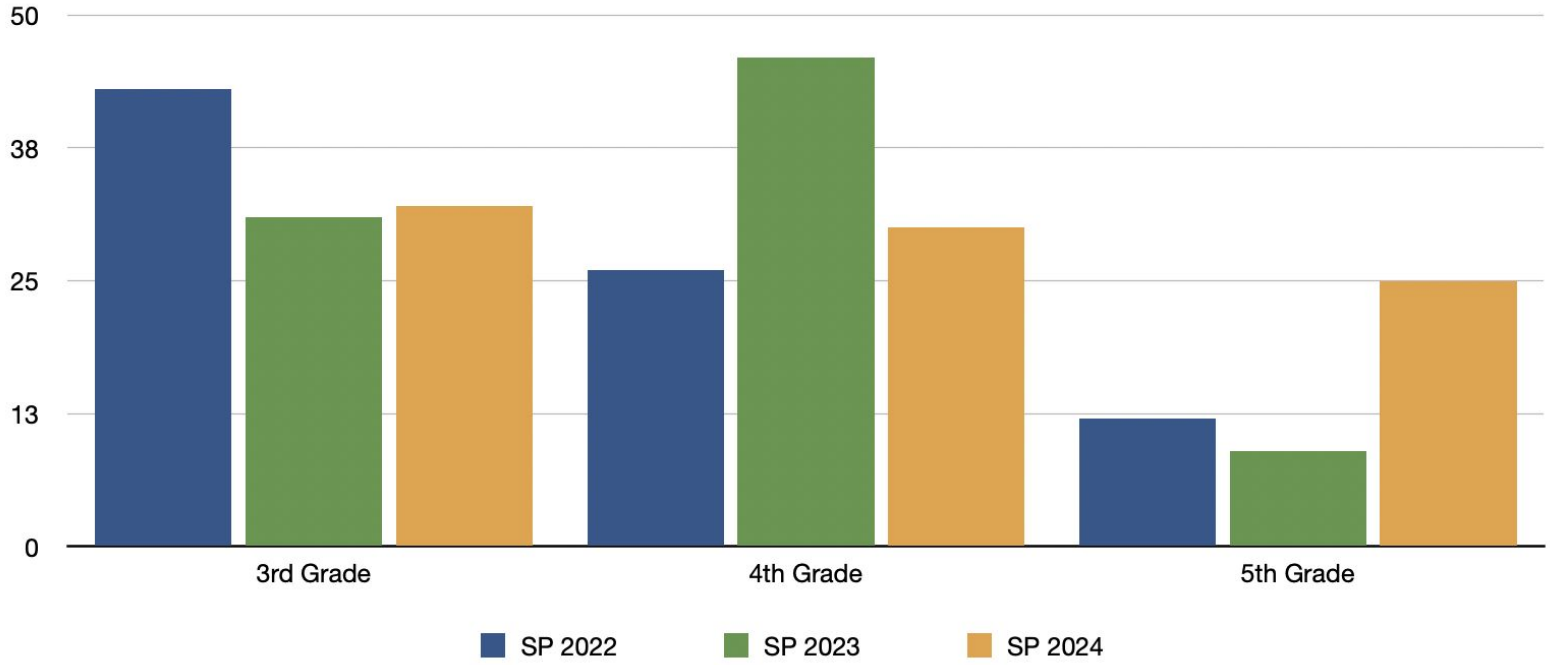
Reading Growth



% students to meet or exceed growth projection

	SP 2022	SP 2023	SP 2024
Kindergarten	14	32	50
1st Grade	16	39	19
2nd Grade	10	27	33
3rd Grade	35	57	66
4th Grade	35	38	50
5th Grade	13	45	72

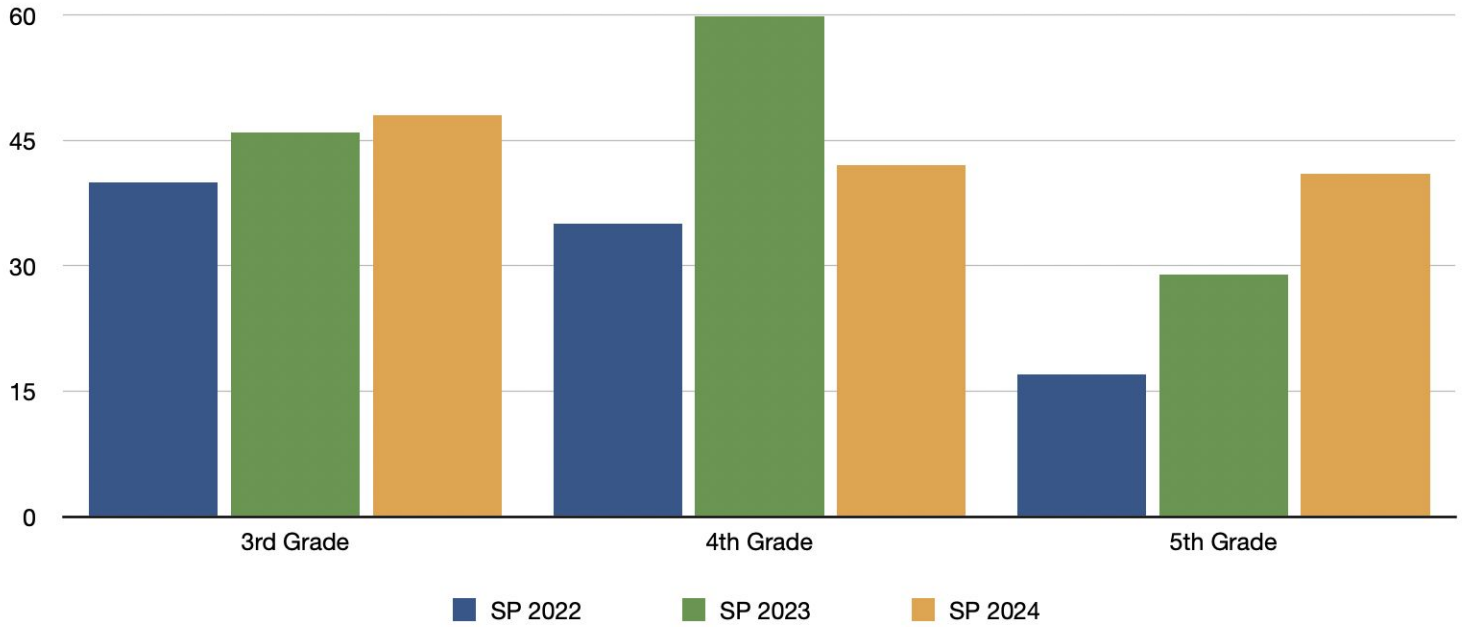
Language Usage Proficiency



% students @ or above the 41st percentile

	SP 2022	SP 2023	SP 2024
3rd Grade	43	31	32
4th Grade	26	46	30
5th Grade	12	9	25

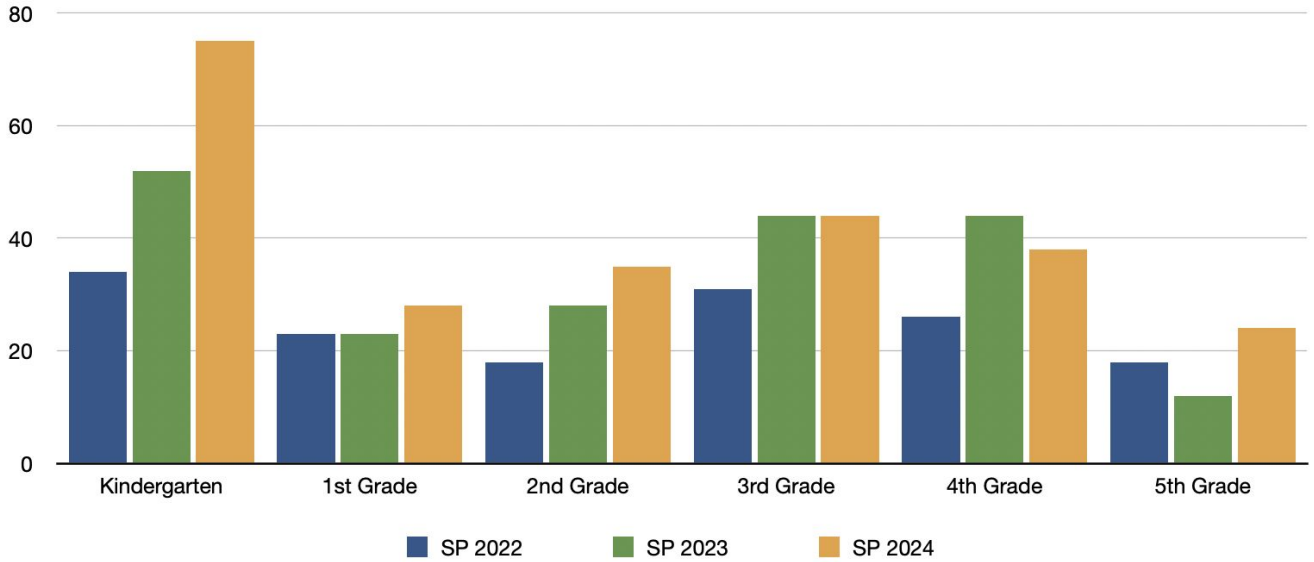
Language Usage Growth



% students to meet or exceed growth

	SP 2022	SP 2023	SP 2024
3rd Grade	40	46	48
4th Grade	35	60	42
5th Grade	17	29	41

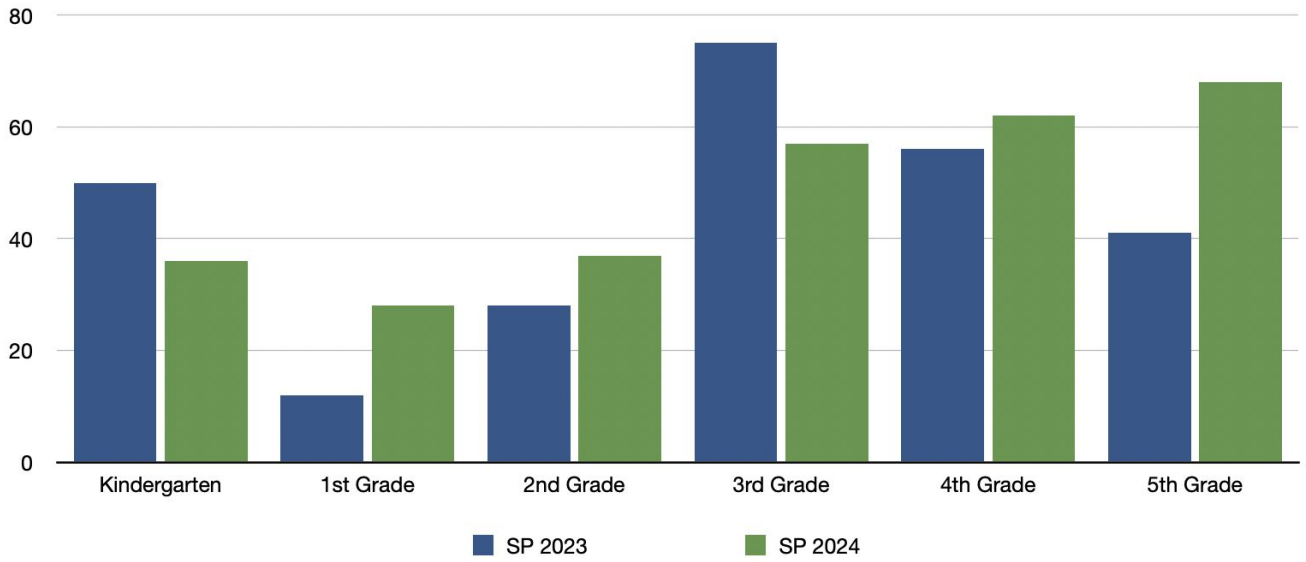
Math Proficiency



% students @ or above the 41st percentile

	SP 2022	SP 2023	SP 2024
Kindergarten	34	52	75
1st Grade	23	23	28
2nd Grade	18	28	35
3rd Grade	31	44	44
4th Grade	26	44	38
5th Grade	18	12	24

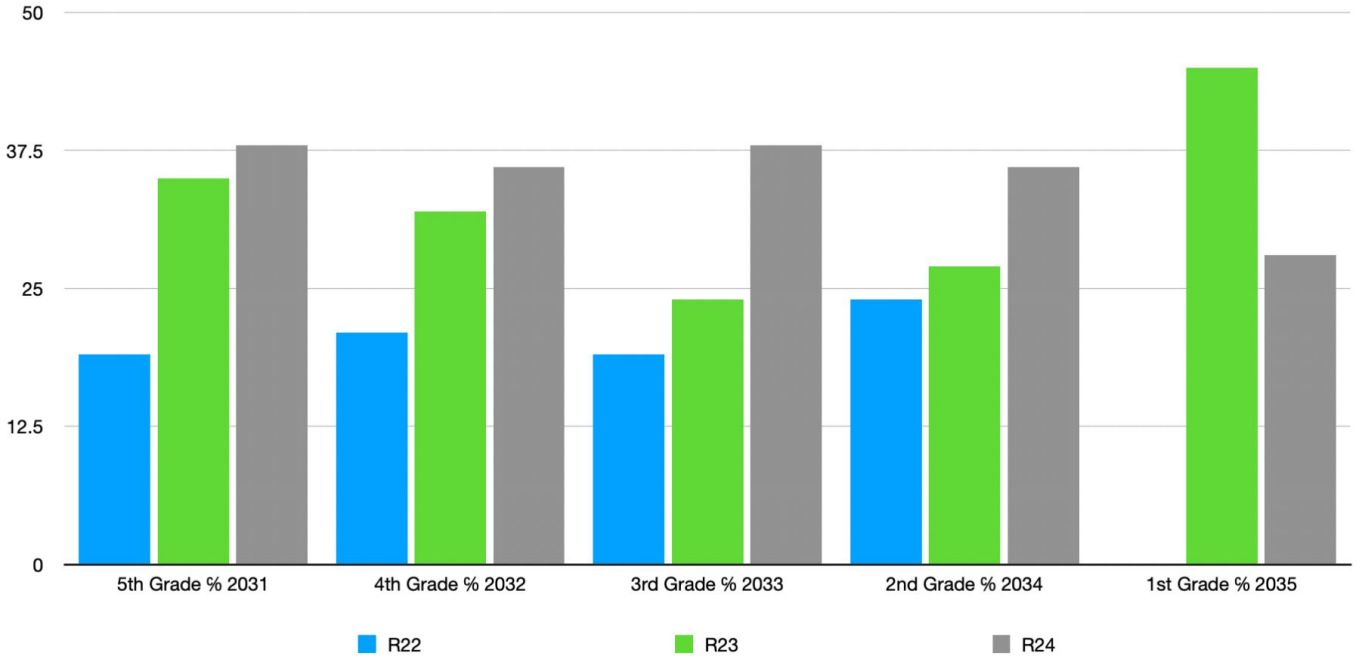
Math Growth



% students to meet or exceed

	SP 2023	SP 2024
Kindergarten	50	36
1st Grade	12	28
2nd Grade	28	37
3rd Grade	75	57
4th Grade	56	62
5th Grade	41	68

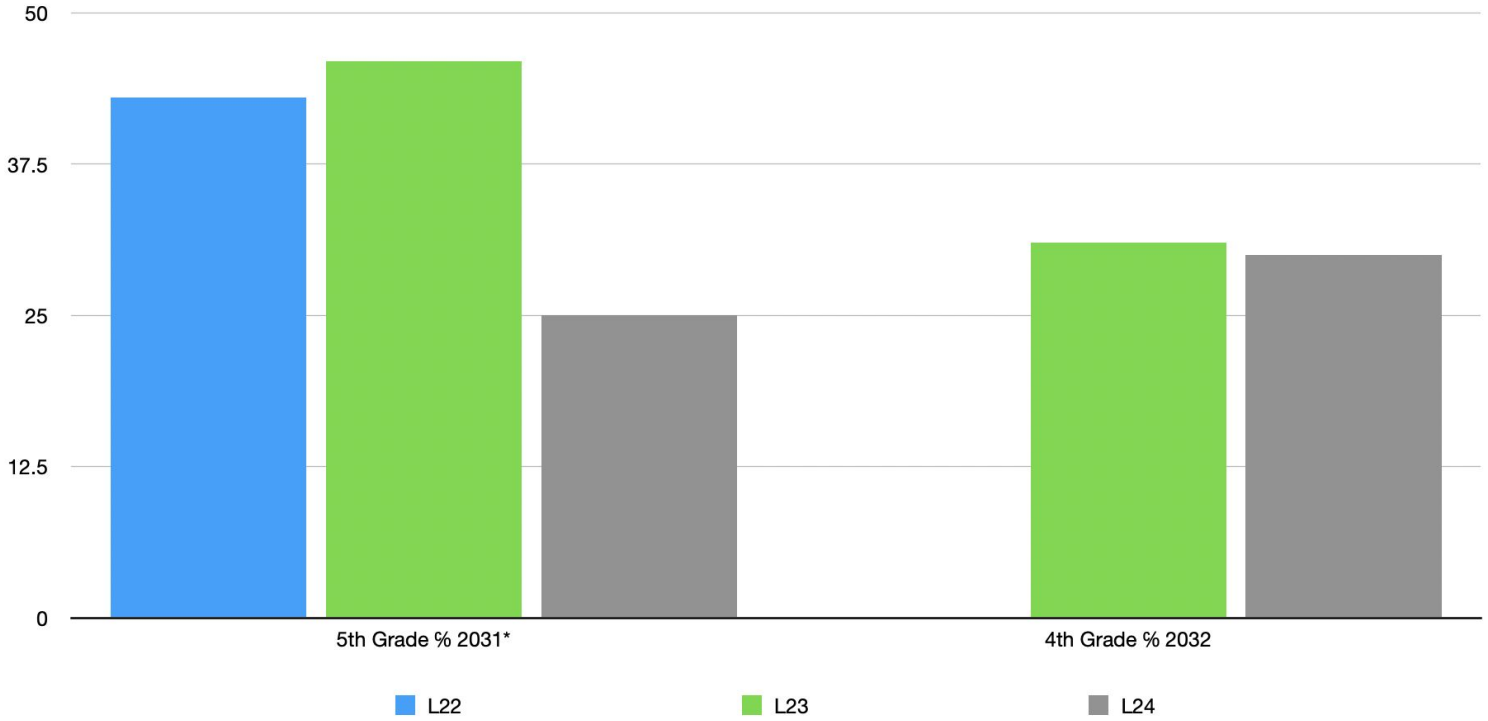
Reading Proficiency by Cohort



Annual Proficiency (41st percentile/+)

Reading	R22	R23	R24	
5th Grade % 2031	19	35	38	
4th Grade % 2032	21	32	36	
3rd Grade % 2033	19	24	38	
2nd Grade % 2034	24	27	36	
1st Grade % 2035		45	28	

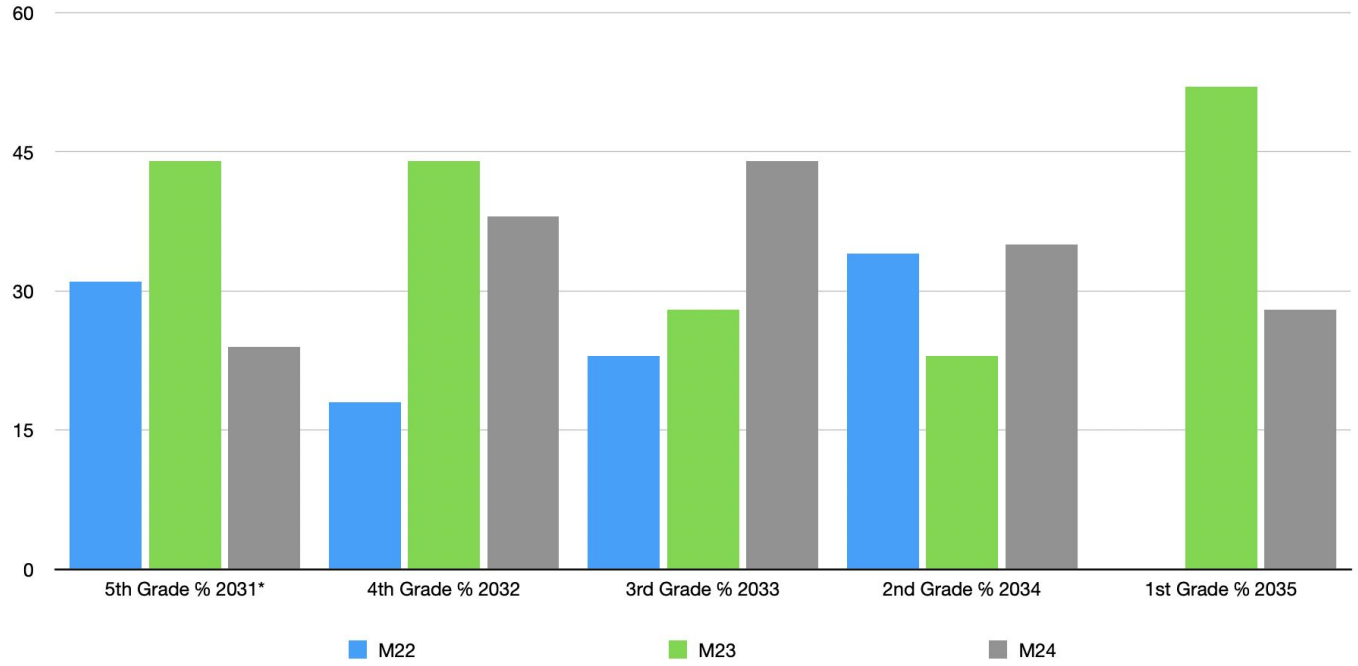
Language Proficiency by Cohort



Annual Proficiency (41st percentile/+)

	L22	L23	L24	
5th Grade % 2031*	43	46	25	
4th Grade % 2032		31	30	

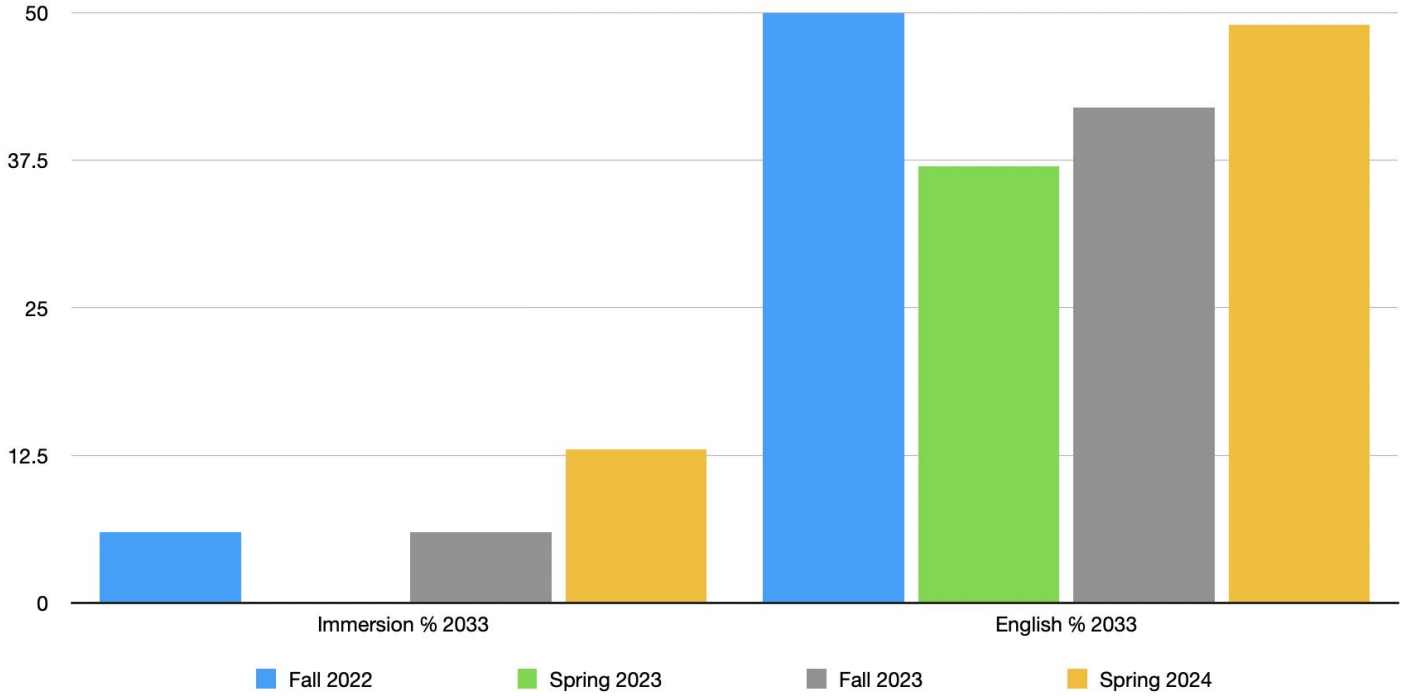
Math Proficiency by Cohort



Annual Proficiency (41st percentile/+)

	M22	M23	M24	
5th Grade % 2031*	31	44	24	
4th Grade % 2032	18	44	38	
3rd Grade % 2033	23	28	44	
2nd Grade % 2034	34	23	35	
1st Grade % 2035		52	28	

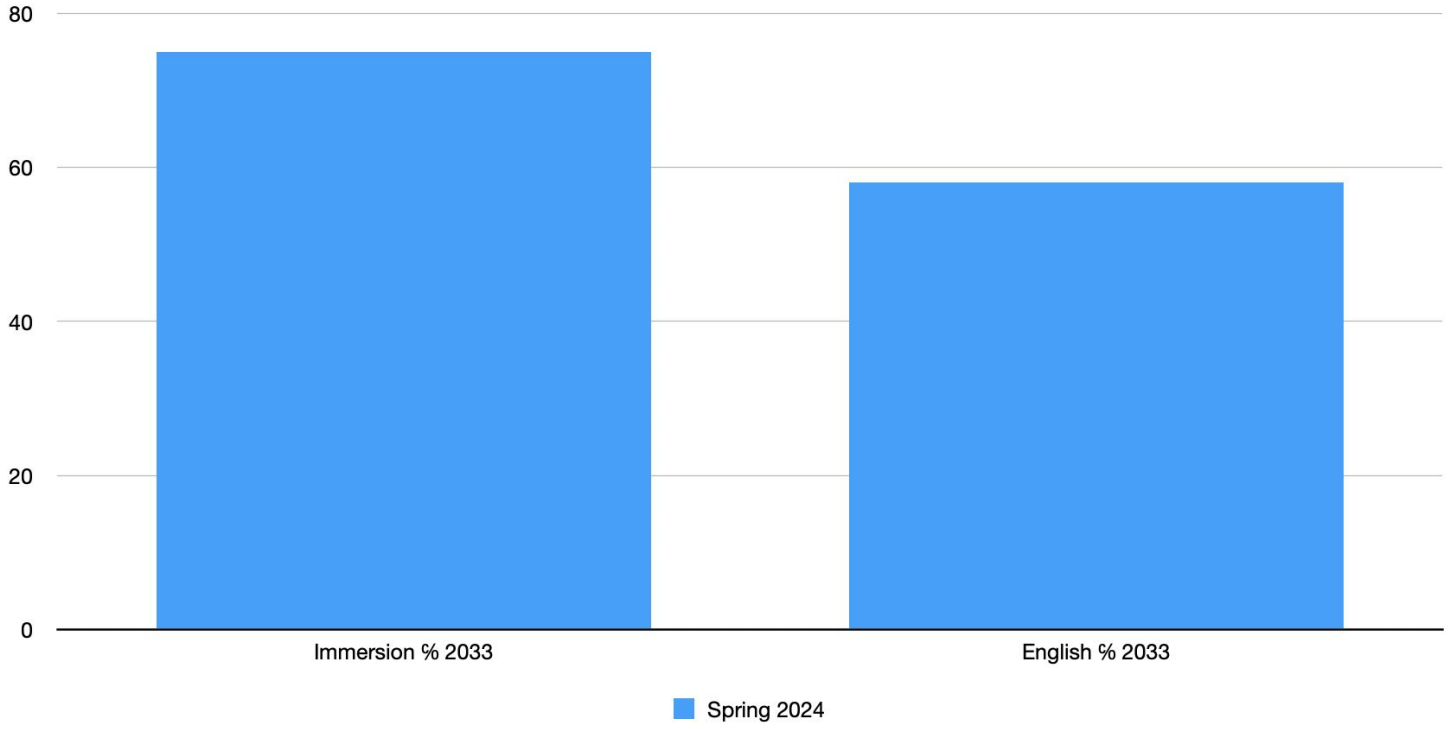
Iñupiaq Immersion Students to English Students- Proficiency



% Proficiency (41st percentile +)

3rd Grade '23-'24	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Immersion % 2033	6	0	6	13
English % 2033	50	37	42	49

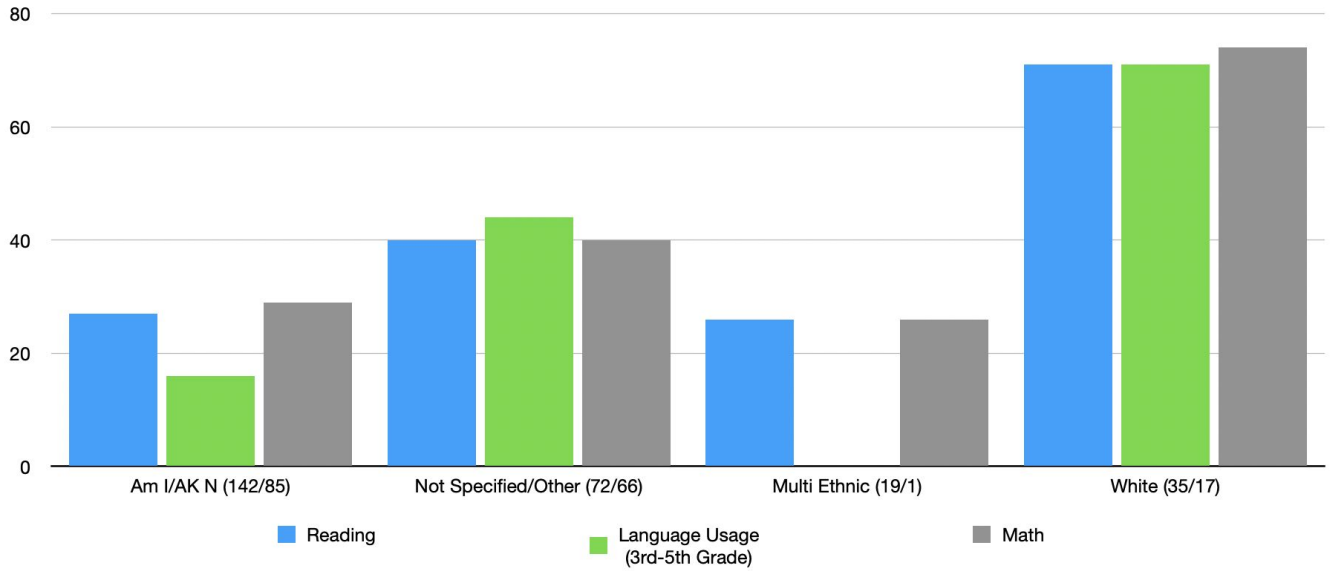
Iñupiaq Immersion Students to English Students- Proficiency



% to Meet or Exceed Growth Projection

3rd Grade '23-'24	Spring 2024		
Immersion % 2033	75		
English % 2033	58		

Spring 2024 Proficiency by Ethnicity



% Students @/+ 41st percentile (Proficient)

Spring 2024	Reading	Language Usage (3rd-5th Grade)	Math
Am I/AK N (142/85)	27	16	29
Not Specified/Other (72/66)	40	44	40
Multi Ethnic (19/1)	26	100*	26
White (35/17)	71	71	74

DIBELS 2024
Kindergarten - 2nd Grade

Grade K	**Reference Data** (Compare these results against a wider population)
Nome Elementary School	23-24 BOY: 19(72%) | 2(8%) | 2(8%) | 3(12%) — 26 23-24 EOY: 5(17%) | 2(7%) | 9(31%) | 13(45%) — 29
Grade 1	**Reference Data** (Compare these results against a wider population)
Nome Elementary School	23-24 BOY: 29(60%) | 5(10%) | 7(15%) | 7(15%) — 48 23-24 EOY: 20(42%) | 9(18%) | 10(20%) | 10(20%) — 49
Grade 2	**Reference Data** (Compare these results against a wider population)
Nome Elementary School	23-24 BOY: 31(60%) | 5(10%) | 8(16%) | 7(14%) — 51 23-24 EOY: 16(30%) | 8(15%) | 17(32%) | 12(23%) — 53

DIBELS 2024
3rd - 5th Grades

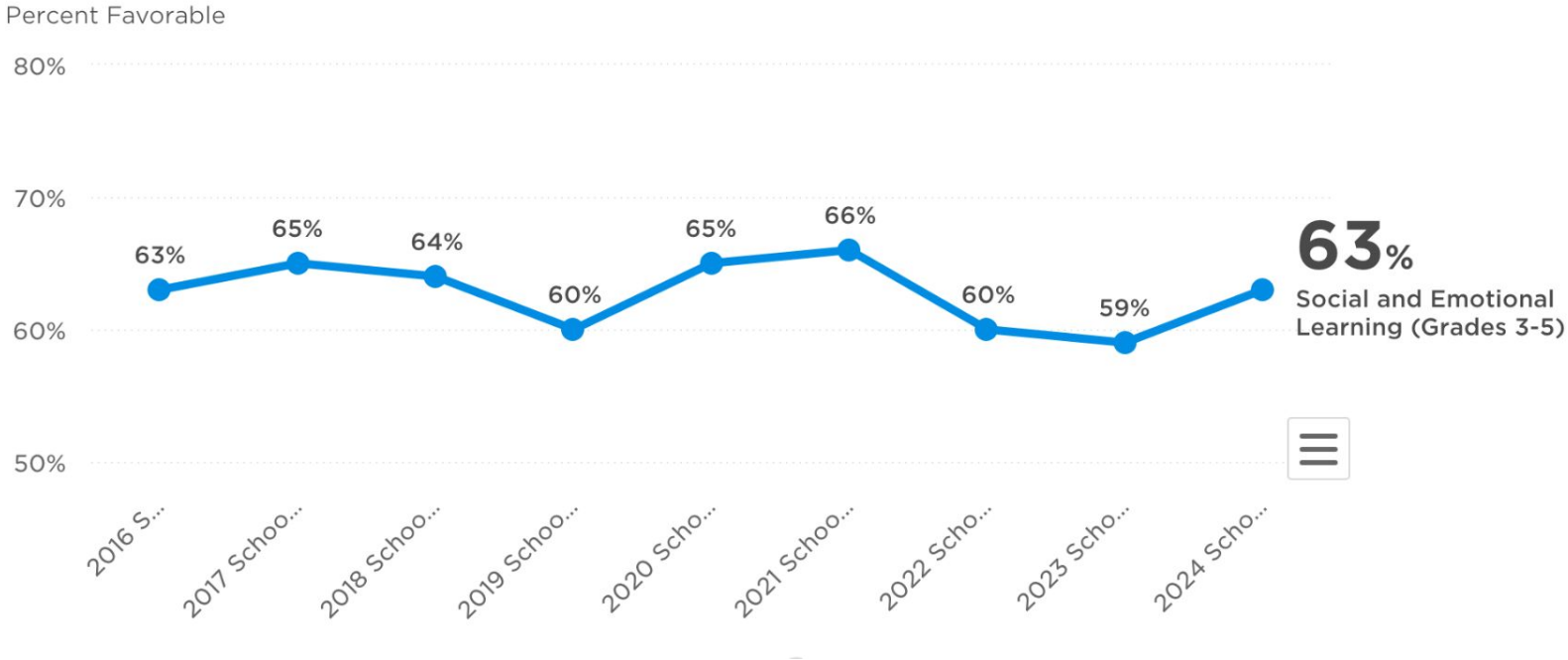
Grade 3	**Reference Data** (Compare these results against a wider population)
Nome Elementary School	23-24 BOY: 34(56%) | 9(15%) | 8(13%) | 10(16%) — 61 23-24 EOY: 26(43%) | 11(19%) | 11(19%) | 11(19%) — 59
Grade 4	**Reference Data** (Compare these results against a wider population)
Nome Elementary School	23-24 BOY: 21(46%) | 9(20%) | 14(30%) | 2(4%) — 46 23-24 EOY: 24(45%) | 9(17%) | 10(19%) | 10(19%) — 53
Grade 5	**Reference Data** (Compare these results against a wider population)
Nome Elementary School	23-24 BOY: 16(54%) | 7(23%) | 6(20%) | 1(3%) — 30 23-24 EOY: 23(70%) | 1(3%) | 5(15%) | 4(12%) — 33

Social and Emotional Learning (Grades 3-5)

Based on **118** responses

Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision -making.

How have results changed over time?



QUESTION

I try hard to do well in school.

82% responded favorably

▲ 12 from 2023 School Climate & Connectedness Survey

QUESTION

If someone asks me, I can tell them how I am feeling.

42% responded favorably

▼ 1 from 2023 School Climate & Connectedness Survey

QUESTION

I know what kinds of work I need help with to be successful.

62% responded favorably

▲ 10 from 2023 School Climate & Connectedness Survey

QUESTION

I ask for help from my teachers or others when I need it.

58% responded favorably

▲ 8 from 2023 School Climate & Connectedness Survey

QUESTION

I am careful when I use something that belongs to someone else.

88% responded favorably

▲ 8 from 2023 School Climate & Connectedness Survey

QUESTION

I can control myself when I am frustrated, or disappointed.

47% responded favorably

▲ 5 from 2023 School Climate & Connectedness Survey

QUESTION

I can explain why it is important to tell the truth.

67% responded favorably

▲ 6 from 2023 School Climate & Connectedness Survey

QUESTION

If something is bothering me, I think of different ways I can react.

48% responded favorably

▲ 1 from 2023 School Climate & Connectedness Survey

QUESTION

I set goals and then work to reach them.

63% responded favorably

▲ 6 from 2023 School Climate & Connectedness Survey

QUESTION

I care about other people's feelings and what they think.

69% responded favorably

▼ 5 from 2023 School Climate & Connectedness Survey

QUESTION

It is important for me to help others in my school.

82% responded favorably

▲ 2 from 2023 School Climate & Connectedness Survey

QUESTION

I respect people even if they are different.

92% responded favorably

▲ 6 from 2023 School Climate & Connectedness Survey

QUESTION

I can tell when someone is getting angry or upset before they say anything.

47% responded favorably

▼ 7 from 2023 School Climate & Connectedness Survey

QUESTION

I know how to disagree without starting a fight or an argument.

37% responded favorably

▼ 3 from 2023 School Climate & Connectedness Survey

QUESTION

I get along well with other students.

51% responded favorably

▲ 3 from 2023 School Climate & Connectedness Survey

QUESTION

I know how to make friends with new people.

70% responded favorably

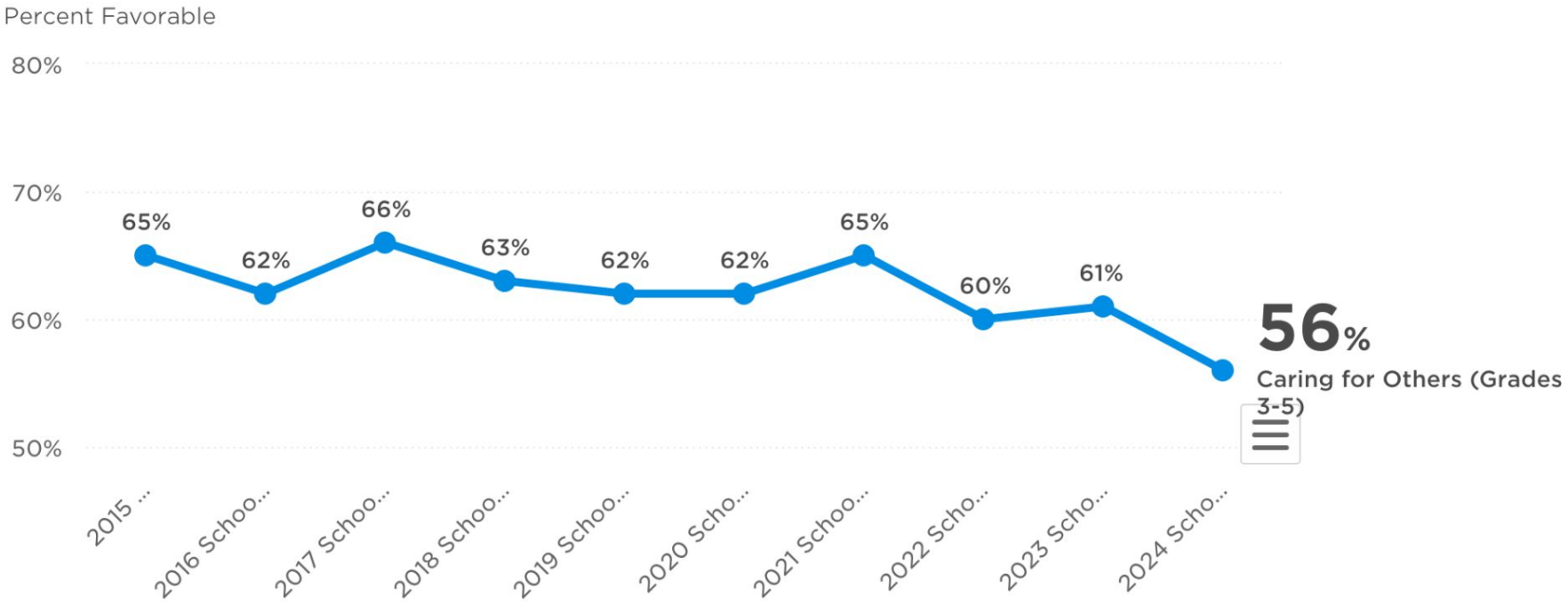
▲ 7 from 2023 School Climate & Connectedness Survey

Caring for Others (Grades 3-5)

Based on **118** responses

Level of caring and support that students received from peers, staff, and community members at school.

How have results changed over time?



QUESTION

Students help each other, even if they are not friends.

15 % responded favorably

24 from 2023 School Climate & Connectedness Survey

QUESTION

Other students treat me with respect.

32 % responded favorably

10 from 2023 School Climate & Connectedness Survey

QUESTION

When students see another student being picked on, they try to stop it.

48 % responded favorably

6 from 2023 School Climate & Connectedness Survey

QUESTION

Students are encouraged to do their very best.

71 % responded favorably

4 from 2023 School Climate & Connectedness Survey

QUESTION

There is an adult who I can talk to about things that are bothering me.

69 % responded favorably

▲ 7 from 2023 School Climate & Connectedness Survey

QUESTION

There is a teacher or some other adult who will miss me when I'm absent.

54 % responded favorably

▼ 1 from 2023 School Climate & Connectedness Survey

QUESTION

Other adults besides my teachers know my name.

75 % responded favorably

▲ 1 from 2023 School Climate & Connectedness Survey

QUESTION

I can name at least five adults who really care about me.

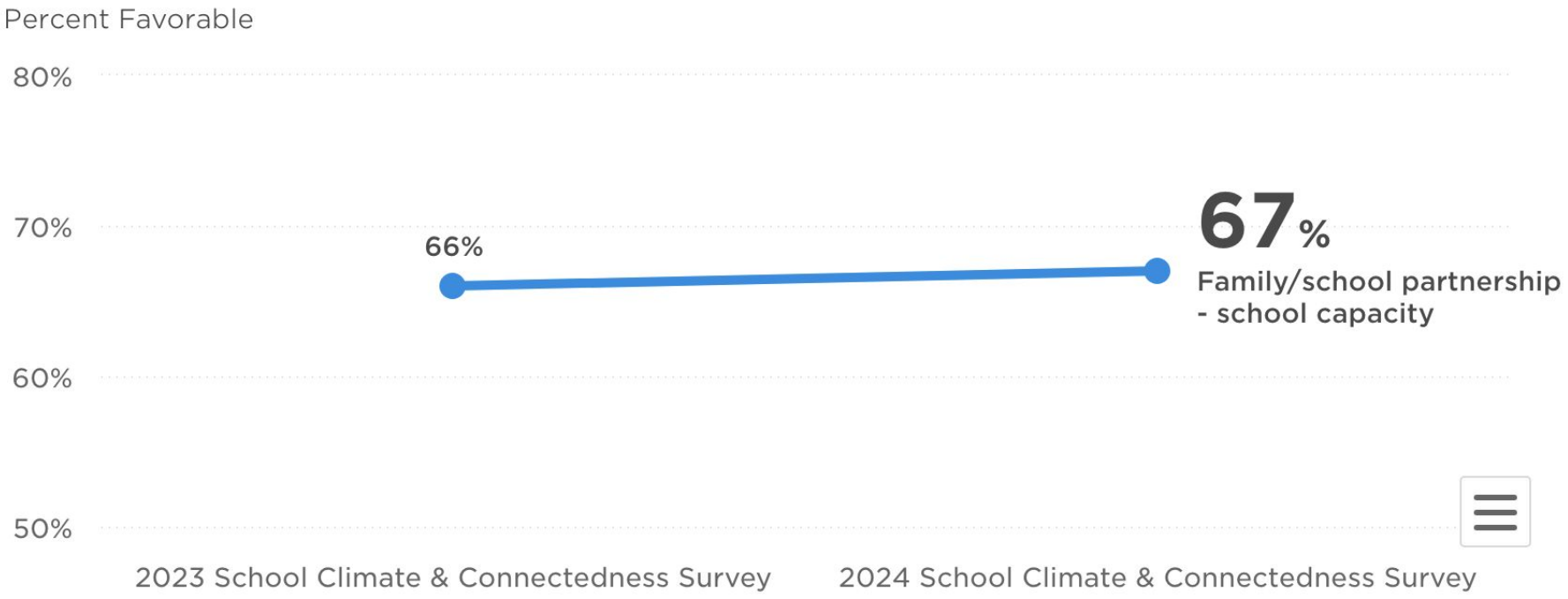
84 % responded favorably

▲ 4 from 2023 School Climate & Connectedness Survey

Family/school partnership - school capacity

Based on **103** responses

How have results changed over time?



How did family members respond to each question?

Sorted by Survey order First to last

QUESTION

This school is a welcoming place for families like mine.

84 % responded favorably

5 from 2023 School Climate & Connectedness Survey

QUESTION

This school values and welcomes elders.

87 % responded favorably

9 from 2023 School Climate & Connectedness Survey

QUESTION

There is someone at the school I can talk to if I have an issue.

83 % responded favorably

3 from 2023 School Climate & Connectedness Survey

QUESTION

This school involves parents/ families in most school events or activities.

83 % responded favorably

5 from 2023 School Climate & Connectedness Survey

QUESTION

This school involves families in making important decisions (curriculum changes, school policies, dress code, etc).

54 % responded favorably

▼ 6 from 2023 School Climate & Connectedness Survey

QUESTION

The school regularly shares with me how my child is doing at school.

69 % responded favorably

▲ 10 from 2023 School Climate & Connectedness Survey

QUESTION

The school regularly shares ideas with me on what I can do at home to support my child's learning.

65 % responded favorably

▲ 16 from 2023 School Climate & Connectedness Survey

QUESTION

The school asks me how to help my child do well in school.

49 % responded favorably

▼ 3 from 2023 School Climate & Connectedness Survey

QUESTION

This school only contacts me about my child when there is a problem.

40% responded favorably

0 from 2023 School Climate & Connectedness Survey

QUESTION

The school does a good job communicating to families.

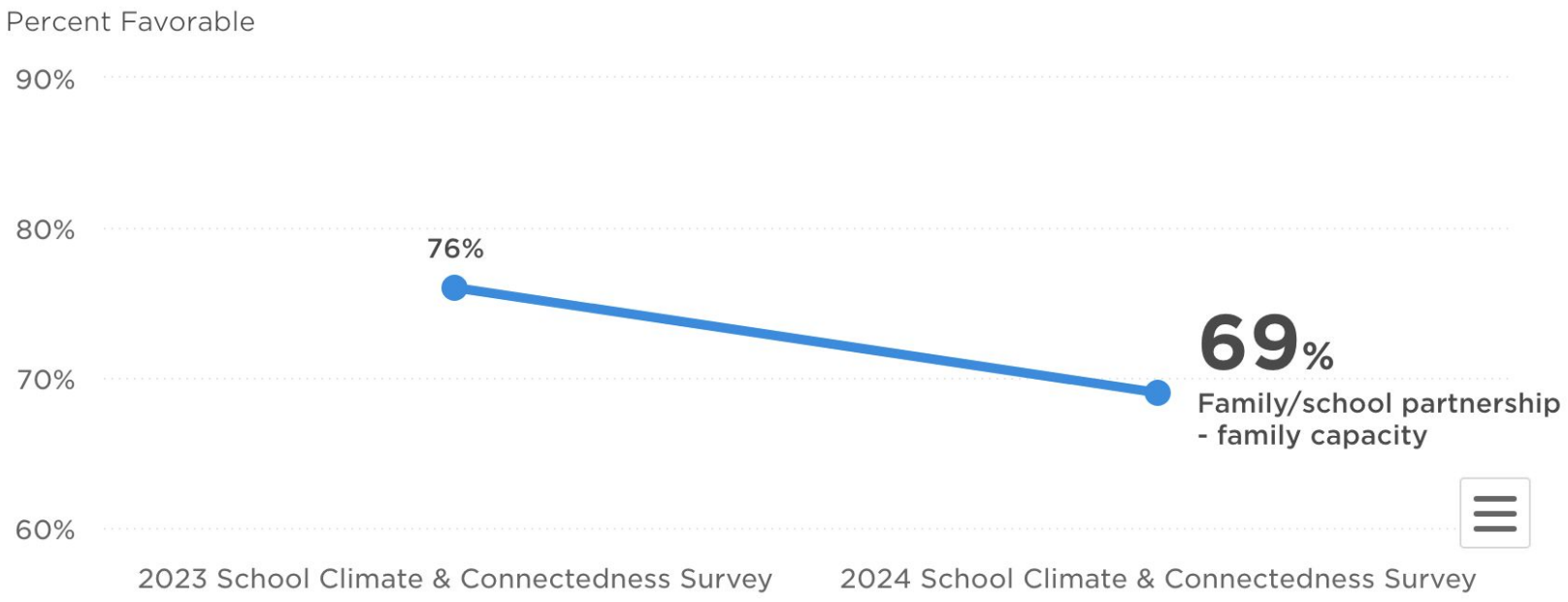
56% responded favorably

▼ 9 from 2023 School Climate & Connectedness Survey

Family/school partnership - family capacity

Based on **103** responses

How have results changed over time?



QUESTION

How confident are you in your ability to work with the school to support your child's needs (including academic, social/ emotional, developmental, and other needs)?

86 % responded favorably

▼ 1 from 2023 School Climate & Connectedness Survey

QUESTION

How confident do you feel supporting your child's academic learning at home/ outside of school?

85 % responded favorably

▼ 3 from 2023 School Climate & Connectedness Survey

QUESTION

How confident do you feel supporting your child's social and emotional learning at home/ outside of school?

89 % responded favorably

▼ 2 from 2023 School Climate & Connectedness Survey

QUESTION

What would help you to be more involved in your child's school? (mark all that apply)

Unscored

QUESTION

How much have you been involved in school/district decision-making processes?

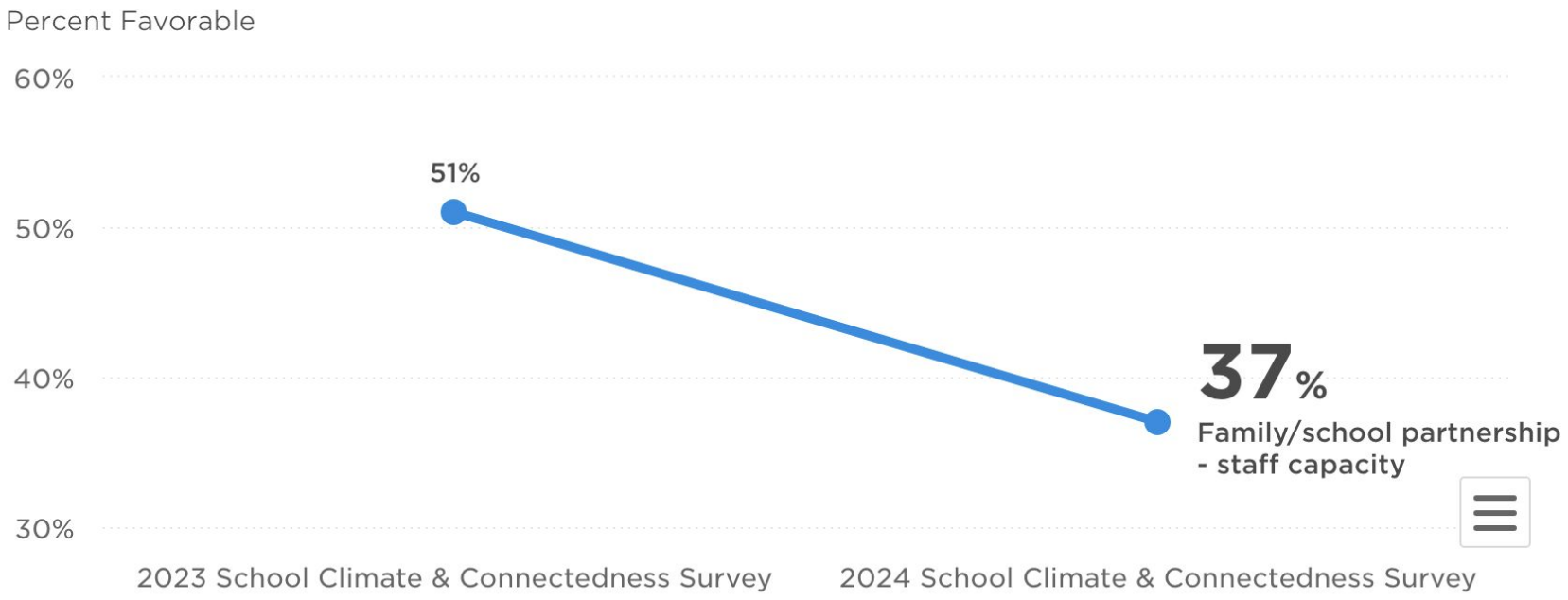
17 % responded favorably

▲ 2 from 2023 School Climate &

Family/school partnership - staff capacity

Based on **23** responses

How have results changed over time?



How did teachers & staff respond to each question?

Sorted by Survey order First to last

QUESTION

I know specific skills and strategies I can use to partner with families at my school.

74 % responded favorably

14 from 2023 School Climate & Connectedness Survey

QUESTION

How often do you provide opportunities for families to give input on decisions for your classroom or school?

21 % responded favorably

1 from 2023 School Climate & Connectedness Survey

QUESTION

How often do you share ideas with families on what they can do at home to support their child's learning?

24 % responded favorably

17 from 2023 School Climate & Connectedness Survey

QUESTION

How often do you implement strategies that are specifically intended to help build positive relationships with your students' families?

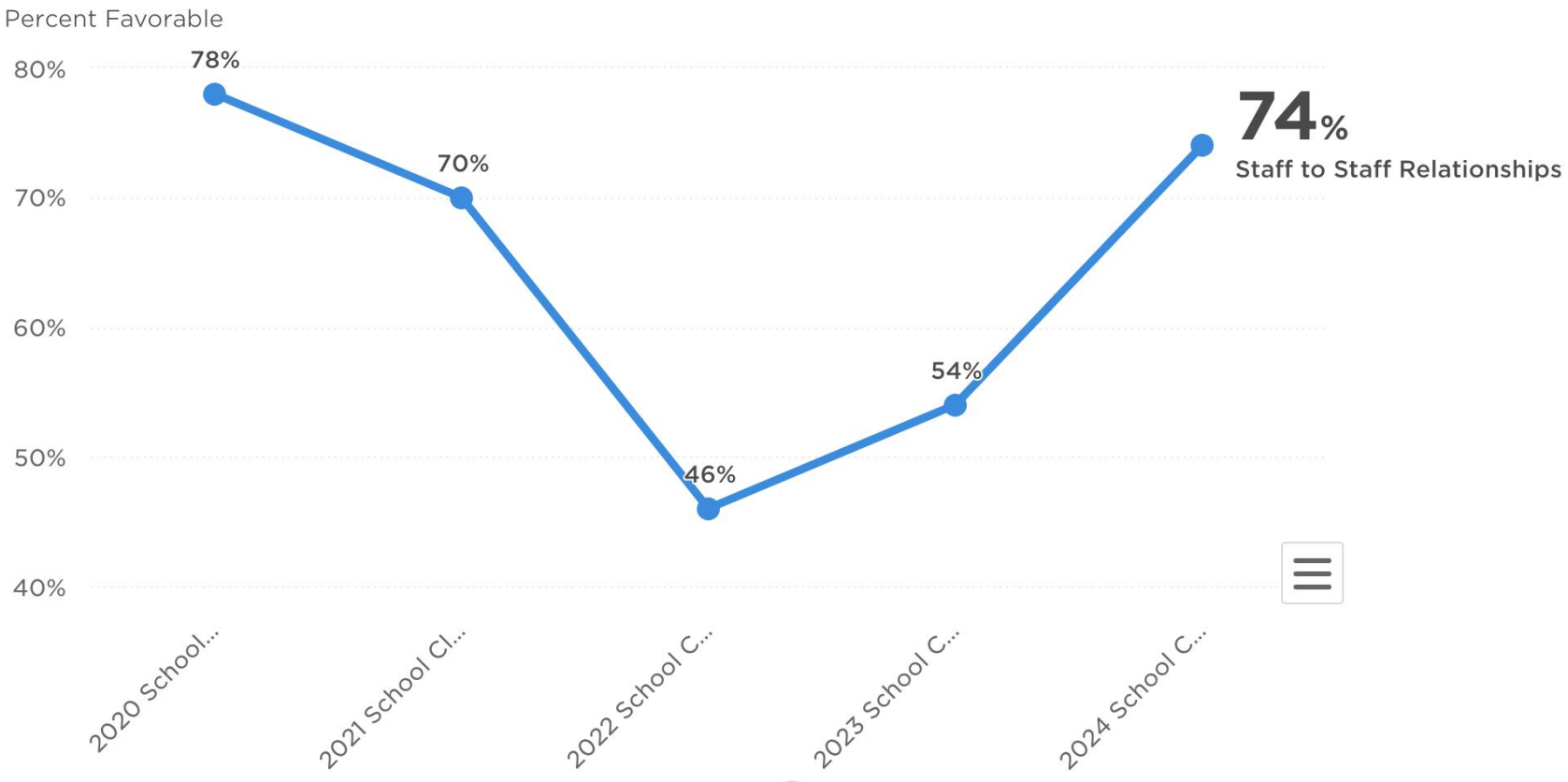
29 % responded favorably

25 from 2023 School Climate & Connectedness Survey

Staff to Staff Relationships

Based on **23** responses

How have results changed over time?



How did teachers & staff respond to each question?

Sorted by Survey order First to last

QUESTION

At this school, staff collaborate effectively to make decisions and problem solve as a group.

70 % responded favorably

▲ **33** from 2023 School Climate & Connectedness Survey

QUESTION

Teachers at this school help each other, even if they are not personal friends.

83 % responded favorably

▲ **27** from 2023 School Climate & Connectedness Survey

QUESTION

I feel supported by the people I work with.

70 % responded favorably

0 from 2023 School Climate & Connectedness Survey